DOCUMENT RESUME

ED 264 596 CS 209 516

TITLE	Elementary Language Arts: Model Curriculum Guide. First Field Edition.
INSTITUTION	Alaska State Dept. of Education, Juneau.
PUB DATE	Aug 85
NOTE	348p.; For the secondary language arts guide, see CS 209 517.
PUB TYPE	Guides - Classroom Use - Guides (For Teachers) (052) -- Reference Materials - Bibliographies (131)
EDRS PRICE	MF01/PC14 Plus Postage.
DESCRIPTORS	*Curriculum Development; Educational Objectives; Elementary Education; *English Curriculum; *Language Arts; Language Skills; Literature Appreciation; Oral Language; Reading Ability; *Reading Skills; *Speech Communication; State Curriculum Guides; Verbal Ability; *Writing Skills
IDENTIFIERS	Alaska

ABSTRACT

Intended to serve as a model to aid school districts in developing and reviewing their language arts curricula, this curriculum guide for the elementary grades lists in parallel columns topics/concepts, learning outcomes, and sample learning objectives for language skills in the areas of oral communication, reading, and writing. Topics and concepts listed in the first column define broadly the content to be studied in each of these areas, including such language skills as speaking, listening, writing, language and composition, and literature. The second column lists the learning outcomes or the goals toward which student learning is directed, and the third column lists sample learning objectives--reasonable measures of student progress toward stated goals. At least one sample learning objective is stated for each learning outcome. The guide also includes the comments and suggestions of several persons who contributed their time to reviewing the guide. An annotated bibliography of children's books about Alaska concludes the document. (HOD)

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Language Arts

lan'guage (lăng'gwĭj), *n.* [With *u* after F. *langue*, fr. ME. *langage*, fr. OF. *langage*, fr. *langue* tongue, language, fr. L. *lingua*. See TONGUE; cf. LINGUAL.] **1. a** Audible, articulate human speech as produced by the action of the tongue and adjacent vocal organs. **b** The body of words and methods of combining words used and understood by a considerable community, esp. when fixed and elaborated by long usage; a tongue; as, the Latin *language*. In this sense there are over a thousand languages in the world, most of them classified into linguistic families, as the Indo-European, Semitic, Austronesian, Bantu. A language may have several forms, as the literary or standard, the colloquial, the vulgar or popular, the dialectal. Several artificial languages have been devised for universal use. See INTERNATIONAL AUXILIARY LANGUAGE.

2. Any means, vocal or other, of expressing or communicating feeling or thought. In the usual sense, *language* means a system of conventionalized signs, esp. words or gestures having fixed meanings. But not all intelligible expressions are fixed, nor are all used exclusively for communication, since language plays a large role in our thinking processes. Hence *language* may mean (1) expression that conveys ideas, (2) expression that symbolizes ideas. Bodily expression, whether gesture or articulation, and inscription, as printing, writing, etc., are its chief forms, but any systematic symbolism, in a more or less transferred sense, is called *language;* as, the *language* of art.

3. Specif.: **a** The faculty of verbal expression and the use of words in human intercourse; also, the words themselves in their grammatical relationships as given or preserved in literary embodiments. See AGGLUTINATIVE LANGUAGES, INFLECTIONAL LANGUAGES, ISOLATING LANGUAGES. **b** The inarticulate sounds by which animals inferior to man express their feelings or their wants.

4. A special manner of use of expression, esp. verbal expression; specif.: **a** Form or manner of expression; characteristic mode of arranging words, peculiar to an individual speaker or writer; style.

> Others for *language* all their care express. *Pope.*

b The vocabulary and phraseology belonging to an art or department of knowledge; as, medical *language;* the *language* of chemistry or diplomacy. **c** The suggestion, by objects, actions, or conditions, of ideas associated therewith; as, the *language* of flowers. **d** *Vulgar, Brit.* Profanity; abusive epithets.

5. Talk; speaking; esp., censure; abuse. *Obs.*

6. Faculty of speech; ability to speak.

> Oh, that those lips had *language.* *Cowper.*

7. a *Rare.* A people or nation, as distinguished by its speech. *Dan.* iii. 7. **b** A national division of an international order; as, the *language* of Aragon of the Hospitalers.

8. The study of language, a language, or languages.

Syn. — LANGUAGE, SPEECH are often interchangeable. But SPEECH retains more explicitly than *language* the fundamental suggestion of articulate or vocal utterance; LANGUAGE has acquired a more generalized application; as, "The *language* of the age is never the *language* of poetry" (*T. Gray*); "Thou art a Galilean, and thy *speech* agreeth thereto" (*Mark* xiv. 70). See DICTION; cf. CANT.

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Alaska
Elementary
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First Edition

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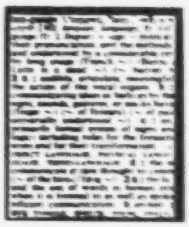
ELEMENTARY LANGUAGE ARTS

MODEL CURRICULUM GUIDE

First Field Edition



Alaska Department of Education

August 1985

ELEMENTARY LANGUAGE ARTS

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"Language is not only the vehicle of thought;
it is also the driver."

Ludwig Wittgenstein

PREFACE TO THE SERIES

Among the many decisions that schools must make, none is more important than the choice of curriculum. Curriculum defines the intent behind instruction and the expectations for student performance. This first field edition curriculum guide is one of a series intended to serve as a model to aid school districts as they develop and review their own curriculum documents. It is not intended that any of these field edition guides be used directly by teachers for instructional purposes. Districts are expected to develop their own locally suitable curriculum based on these guides. Districts have or are developing their own locally suitable curriculum using these guides as a base and point of departure. In the future as schools use this material to plan and implement programs, its value will be measured by the increased abilities of students to learn, think, and perform as informed and productive citizens.

In their present form these guides represent a synthesis of input from many sources, both Alaskan and national. They were originally prepared by staff at the Department of Education with the help of professional content associations, Alaskan teachers and administrators. An extensive review and revision process was conducted in 1984-85. School districts, subject matter associations, other professional associations, and interested individuals provided input to a revision process that was contracted to the Northwest Regional Educational Laboratory. A panel of nationally recognized curriculum specialists assisted in the review of each content area. contributors to specific guides are listed in the acknowledgements sections of those guides. In

one sense, these guides will never be finished. It is the intention of the Department of Education that they be dynamic documents subject to revision every few years as part of the six year curriculum review cycle that was recently initiated by new curriculum regulations. Guides exist in the areas of:

Kindergarten	Fine Arts
Language Arts	Social Studies
Science	Computer Education
Foreign Languages (Secondary)	Health
Mathematics	Physical Education

The format of the guides is straightforward but not oversimplified. Each guide lists topics/concepts, learning outcomes, and sample learning objectives in three columns. (In the case of Secondary Foreign Language, the first column is headed topics/skills.)

Topics/concepts, in the first column, describe the major parts of the subject under consideration. They define broadly the content to be included in the study of each subject area.

Learning outcomes, in the second column, describe, in general terms, the behaviors students are expected to demonstrate as a result of their learning experiences. Learning outcomes are the goals toward which student learning is directed.

Sample learning objectives, shown in the third column, are indicators of student progress toward the stated goals, i.e., the learning outcomes. At least one sample learning objective is stated for each learning outcome. It is intended that the sample learning objectives are just that: samples only. They do not constitute a learning program. School districts generate their own locally applicable learning objectives within the framework of their district topics/concepts and learning outcomes.

The guides are grouped by grade level groupings (except Mathematics) -- grades 1-3, 4-6, 7-8 for the elementary level, and 9-12 for the secondary level. Mathematics is presented sequentially grade by grade. Recognizing the unique characteristics of the five year old learner, Kindergarten was prepared as a separate guide. In the development, grades 7-8 were generally seen as the end of the elementary years, but with some beginnings for the secondary level. On the secondary level the guides generally contain discrete courses that would be offered; these are not always tied to a particular grade level as the local district must determine the most effective sequence for those courses.

The Alaska State Board of Education stated, "The Model Curriculum Guides are intended to serve as a model, not a mandate." They underscored the fact that a partnership between state and local school districts is crucial. We seek to promote individual variation while stressing the collective responsibility for educating all students in Alaska. It is in this spirit that the Department of Education welcomes the opportunity for continuous collaboration with those interested in the further development and refinement of this entire series of guides.

PREFACE TO

ELEMENTARY LANGUAGE ARTS GUIDE

The arts and skills of the English language have been at the core of education for generations. While there has been enormous technological and social change with regard to communications, the skills of reading, writing, listening and speaking remain the foundation for all human activities. Language--written and spoken, heard and read, is central to an education that prepares students for a life with purpose and meaning. Competence in language serves a variety of purposes: accomplishing the business of daily life, communicating attitudes, ideas and feelings, expanding thought and informing the imagination.

Because language skills are interrelated, it is not possible to isolate them in practice, even though, for the purposes of this guide they are outlined under the general concepts, Oral Communication, Reading and Writing. Moreover, while this guide includes outcomes in reading, writing, speaking and listening as a part of the study of language, it is evident that such abilities are important to and should be developed in every subject. Although literature, language and composition may be the special province of language arts, competence in writing and reading pertains to all academic disciplines.

The goals of language arts can be summarized as follows:

Oral Communication

- The ability to engage in discussion as both speaker and listener-- interpreting, analyzing, and summarizing.
- The ability to contribute to classroom discussions in a way that is readily understood by listeners--that is, succinct and to the point.

- The ability to present an opinion persuasively.
- The ability to recognize the intention of a speaker and to be aware of the techniques a speaker is using to affect an audience.
- The ability to recognize and take notes on important points in lectures and discussions.
- The ability to question inconsistency in logic and to separate fact from opinion.

Reading

- The ability to read critically by asking pertinent questions about what they have read, by recognizing assumptions and implications, and by evaluating ideas.
- The ability to read a literary text analytically, seeing relationships between form and content.
- The ability to read with understanding a range of literature, rich in quality and representative of different literary forms and various cultures.
- Interest in and a sense of inquiry about written works.
- The ability to respond actively and imaginatively to literature.

Writing

- The recognition that writing is a process involving a number of elements, including collecting information and formulating ideas, determining their relationships, drafting, arranging paragraphs in an appropriate order and building transitions between them, and revising what has been written.
- The ability to write as a way of discovering and clarifying ideas.
- The ability to write appropriately for different occasions, audiences, and purposes (persuading, explaining, describing, telling a story).
- Skill and assurance in using the conventions of standard written English.

Students also need to understand in some depth the following principles concerning the English language. These goals are integrated throughout the guide:

- English, like every other language, operates according to grammatical systems and patterns of usage.

- English continues to undergo change.
- English has several levels of usage, and consequently the language appropriate in some situations may not be appropriate in others.
- English words, like those of other languages, gather meaning from their context and carry connotation.

It is expected that elementary students will develop at their own level of language ability. Given today's rapidly expanding base of information and knowledge it is important that students in grades K-8 also develop useful information retrieval skills. Information retrieval skills, often referred to as library, media, research, or study skills, enable students to be proficient in such things as locating, selecting, using, and applying information available in print and non-print sources. A primary goal of the information retrieval skills category is to insure that all students become life long users of information for study, research, or leisure time pursuits.

Sample learning objectives, shown in the third column, are reasonable measures of student progress toward stated goals. Each objective is presented as only one of many that could assess students' performance. Local school districts are encouraged to develop more comprehensive guides that reflect the unique background and needs of their students and appropriate methods and techniques of instruction.

ACKNOWLEDGEMENTS

In preparing the Model Curriculum Guides, the Department of Education requested and received copies of curriculum materials from school districts in Alaska, the state's own Centralized Correspondence Study and other state departments of education. The department thanks the following school districts and state departments for submitting materials:

Alaska School Districts

Adak
Anchorage
Annette Island
Bristol Bay
Copper River
Cordova
Craig
Delta/Greely
Fairbanks
Galena
Haines
Iditarod
Kenai Peninsula
Ketchikan
Klawock
Lower Kuskokwim
Lower Yukon
Matanuska-Susitna
Nenana
Nome
North Slope
Northwest Arctic
Pelican
Railbelt
Valdez
Yakutat

State Departments of Education

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Indiana
Maine
Minnesota
Maryland
Nebraska
Nevada
new Mexico
New York
North Carolina
Oregon
Rhode Island
South Carolina
South Dakota
Tennessee
Texas
Utah
Vermont
Virginia
West Virginia
Virgin Islands
Guam

The department appreciates the efforts of its staff who reviewed and synthesized specific content area materials which resulted in this draft Model Curriculum Guide. Contributors in elementary language arts included:

Carole Green
Rosemary Hagevig
Bina Harris
Ruth Harris

The department also appreciates the efforts of members of the Alaska Council of Teachers of English who reviewed and critiqued an earlier draft of this Model Curriculum. Working within very tight timelines, they provided useful and helpful suggestions for how the document could be improved. People who were involved included:

Kathy Alton
Maida Buckley
Steve Click
Claudia Douglas
Robert Douglas
Debbie Drong-Bjork
Marilyn Enoka
Beverly Ernst
Dottie Gabrielli
Dixie Herrington
Larry Herrington
David Jaynes
Lois Jones
Larry Meath
Chuck Prejean
Rebecca Sipe
Elaine Snowden
Silver Stanfill
Marilyn Townsend
Margaret Williams

In addition, several persons contributed their time to reviewing the 1984 Elementary Language Arts Guide. Their comments and suggestions were used in preparing the 1985 Model Language Arts Curriculum Guide. These people include:

James Berlin, Alaska Advisory Group
Katherine Wilson, Anchorage
Mae Dunsing, Sitka Reading Council
Marjorie Fields, Universtiy of Alaska, Juneau
Members of the Alaska Native Foundation
Michael Opitz, Juneau School District
Phyllis Davis, Alaska School Librarians Association
R. Lopizier, I.A.S.P.
Reading Terachers Specialists, Fairbanks North Star Borough School District
St. Mary's School Distric
Susan Hansen, Juneau Reading Council
Winifred Corbett, Alaska Literary Project

The Northwest Laboratory's chief writer for this Elementary Language Arts Guide was Lynde Paule. Dr. Arthur Applebee of Stanford University and Dr. Jacob Jaap Turiman of Simon Fraser University, were chief consultants to this NWREL team. Dr. Dana Davidson was consultant on matters of child development. Project design and management was by Dr. William G. Savard of NWREL's Assessment and Evaluation Program. Dr. Gary Estes provided overall direction.

Special thanks are due to Gloria Lerma and Andrea Levy for their cheerful and seemingly endless typing and management of details.

LANGUAGE ARTS
PRIMARY
GRADES 1-3

TOPIC/CONCEPT	LEARNING OUTCOME	SAMPLE LEARNING OBJECTIVE
	The Learner will be able to:	The Learner will:
ORAL COMMUNICATION Listening	Recognize the rhyming sounds in words, phrases, and verses.	
		Identify rhyming sounds/words when listening to nursery rhymes (i.e., Little Jack Horner, Miss Muffett, etc.).
		Identify rhyming phrases or verses when hearing a poem or fairy tales.
	Determine if a sound occurs at the beginning, middle, or end of a word.	
		Identify whether a specific sound occurs at the beginning, middle or end of a word.
	Demonstrate his/her understanding of oral directions.	
		Follow simple verbal directions telling him or her to execute a prescribed sequence of actions.
		After hearing a set of directions recount their sequence.

TOPIC/CONCEPT	LEARNING OUTCOME The Learner will be able to:	SAMPLE LEARNING OBJECTIVE The Learner will:
ORAL COMMUNICATION Listening-cont.	Imitate common sounds from his or her environment.	Imitate sounds of animals (e.g., dog, cat, bear), nature (e.g., wind howling), cars, snow machine, etc. when telling a story involving these sounds.
	Distinguish ways that sounds may vary: kind (e.g., animal, nature, human, object) intensity, quality, etc.	Describe the ways that sounds can vary (e.g., kind, intensity, quality); demonstrate ways in which sounds can vary. When hearing pairs of sounds, differentiate between them and identify the nature of the difference.
	Determine the direction and relative distance of a sound source.	When blindfolded identify the direction and physical proximity a sound is coming from and its source.

LANGUAGE ARTS
PRIMARY
GRADES 1 - 3

TOPIC/CONCEPT	LEARNING OUTCOME	SAMPLE LEARNING OBJECTIVE
	The Learner will be able to:	The Learner will:
ORAL COMMUNICATION Listening-cont.	Distinguish between words very similar in sound (e.g., lavatory and laboratory).	After hearing words that are similar in sound distinguish between them by identifying their differences.
	Respond to storytelling or oral reading by comment or questions.	Respond to and ask specific questions about a story read out loud.
	Respond appropriately to speakers (e.g., ask questions).	Ask speakers specific questions about their presentation (e.g., for further information, clarification).
Speaking	Give personal information about him/herself.	Introduce him/herself by telling information about his/her age, residence, family members, and favorite activities.

TOPIC/CONCEPT	LEARNING OUTCOME	SAMPLE LEARNING OBJECTIVE
	The Learner will be able to:	The Learner will:
ORAL COMMUNICATION Speaking-cont.	Relate simple experiences or stories.	
		Explain a simple game to classmates.
		Tell a story to classmates (one he/she composes or a story read by or heard from another person).
	Speak distinctly with adequate volume and stress for the words to be understood by the audience.	
		Make his/her voice heard and understood by classmates.
		Use stress to insure correct interpretation (e.g., present and present).
	The Learner will understand that:	
	There are basic elements of courtesy desirable in person-to-person conversation, group conversation, and telephone conversation.	
		Describe, then demonstrate communication manners used in: - person-to-person conversation - group conversation - telephone conversation

LANGUAGE ARTS
PRIMARY
GRADES 1 - 3

TOPIC/CONCEPT	LEARNING OUTCOME The Learner will understand that:	SAMPLE LEARNING OBJECTIVE The Learner will:
ORAL COMMUNICATION Speaking-cont.	There is a difference between "showing" and "telling".	Verbally distinguish between showing something and telling about something. Demonstrate how to show an object to the class; tell the class information (e.g., when/where received) about the object that he/she is showing. Respond to questions from classmates for further information about the object.
	There is a distinction between jokes and riddles.	Distinguish between a joke and a riddle and tell one of each to classmates.
	Storytelling can include: (1) the main idea; (2) tone; (3) emphasis on important incidents; (4) description of characters; (5) climax; and (6) sequence of events.	After hearing a story read out loud: - identify the main idea - identify important incidents - describe the character(s) - recount the sequence of events - describe the ending

TOPIC/CONCEPT	LEARNING OUTCOME The Learner will understand that:	SAMPLE LEARNING OBJECTIVE The Learner will:
ORAL COMMUNICATION Speaking-cont.		Retell a story based upon what he or she has seen, thought, heard or read.
		Verbally share a story that she/he composed or heard told by elders.
		Use special voice techniques effective in storytelling, (e.g., impersonation, pitch, role variation).
	Distinguish a range of purposes in speaking (e.g., conversation, storytelling, discussion, reporting, giving directions, explaining, dramatization, reading orally.	
		Explain several purposes for speaking.
		Using role play show the differences between the various types of speaking.
	Plan an oral presentation in a sequence meaningful to the listeners.	
		Give an oral presentation of a story she/he composed that involves a sequence of events.
Spoken Literature		
	Use phonic rules to pronounce unfamiliar words.	

TOPIC/CONCEPT	LEARNING OUTCOME The Learner will be able to:	SAMPLE LEARNING OBJECTIVE The Learner will:
ORAL COMMUNICATION Spoken Literature -cont.		Use CVC and CVCE rules (and other phonic rules as appropriate to reading level/knowledge) to decode and pronounce unfamiliar words.
		Use consonant or vowel digraphs to pronounce unfamiliar words.
		Pronounce words which have silent consonants.
		Use vowel sounds to determine the number of syllables a multi-syllable word contains.
	Demonstrate the vocabulary necessary for expressing spatial relationships (near, far, high, low).	
		Define the positional words: up, down, under, in front, behind, left, right, before, after, next to, between, first, last, top, bottom, inside, outside, on, in, across.
		Use the appropriate prepositions to describe the location and/or position of objects.

TOPIC/CONCEPT	LEARNING OUTCOME The Learner will be able to:	SAMPLE LEARNING OBJECTIVE The Learner will:
ORAL COMMUNICATION Spoken Literature -cont.	Demonstrate the vocabulary necessary to describe a concrete or representational object: size, shape, color and texture.	
		Use the appropriate vocabulary to classify objects by shape (e.g., round, square), size (e.g., large, small), color, texture (e.g., rough, smooth).
	Phrase in meaningful units.	
		Describe a phrase by differentiating it from a complete sentence.
		After reading a story selection such as a fairy tale or folk tale, respond to questions in phrases, not in complete sentences.
	Use punctuation to aid him/her in pausing appropriately.	
		Use correct phrasing in reading a selection orally.
		Describe what specific punctuation marks mean in oral reading (e.g., comma=pause; period=stop).

TOPIC/CONCEPT	LEARNING OUTCOME The Learner will be able to:	SAMPLE LEARNING OBJECTIVE The Learner will:
ORAL COMMUNICATION Spoken Literature -cont.		Using the clues of punctuation (e.g., commas, periods, exclamation points, quotation marks), demonstrate how they can be used in oral reading. Use stress and juncture appropriately. Use voice inflection appropriately for type of sentence (e.g., question or exclamation). Read a selection fluently with expression.

TOPIC/CONCEPT	LEARNING OUTCOME The Learner will be able to:	SAMPLE LEARNING OBJECTIVE The Learner will:
READING Reading as a Tool Skill Decoding		
	Concentrate on ideas presented in picture or printed form.	
		Given a short story, describe the meaning of a picture and discuss the main idea of the story.
	Maintain an attention span while reading.	
		Attend to the printed page for a specified number of minutes and answer questions about what was read.
	Distinguish between capital and lower case letters.	
		Given a list of upper and lower case letters identify which are capitals and which are lower case.
		Match the correct lower-case letter to its capital from a list of letters.

LANGUAGE ARTS
PRIMARY
GRADES 1 - 3

TOPIC/CONCEPT	LEARNING OUTCOME The Learner will be able to:	SAMPLE LEARNING OBJECTIVE The Learner will:
READING Reading as a Tool Skill Decoding-cont.		
	Use phonics rules to decode unfamiliar words.	
		Use CVC and CVCE rules to decode unfamiliar words.
		Use consonant and vowel digraphs to decode unfamiliar words.
		Recognize final, medial, and initial consonant sounds in unfamiliar words.
		Identify words having silent consonants.
Concentration		
	Concentrate on ideas presented in picture or printed form.	
		Discuss ideas formulated by the author of a story.
		Describe the ideas presented by an artist of another medium, i.e., painter, photographer, whose work is used to illustrate a story.

TOPIC/CONCEPT	LEARNING OUTCOME The Learner will be able to:	SAMPLE LEARNING OBJECTIVE The Learner will:
READING Reading as a Tool Skill (Cont.) Concentration-cont.	Follow ideas presented in picture or printed forms.	Recount the sequence of ideas presented in a story.
Concept Formation	Classify concrete or representational objects as to their color, shape, size, and/or texture.	Using a lesson in a science or mathematics book classify information according to color, shape, size, and/or texture. Using a lesson in a science or mathematics book compare and contrast different classification schemes.
	Determine ways objects are like or different.	Evaluate differences and similarities found among a group of objects.

TOPIC/CONCEPT	LEARNING OUTCOME The Learner will be able to:	SAMPLE LEARNING OBJECTIVE The Learner will:
READING Reading as a Tool Skill (Cont.) Concept Formation-cont.	Order objects or characters according to their appearance in a story.	
		After hearing a story read out loud, recount the order of the appearance of all the characters.
	Make predictions of story outcomes from simple picture sequences.	
		Given a picture story (e.g., comic strip) missing the last segment, describe a possible story outcome or ending.
Perception		
	Visually progress from left to right and from top to bottom.	
		Demonstrate in reading and writing by moving eyes and hand from left to right and top to bottom.
	Distinguish left from right and top from bottom.	

TOPIC/CONCEPT	LEARNING OUTCOME The Learner will be able to:	SAMPLE LEARNING OBJECTIVE The Learner will:
READING Reading as a Tool Skill (Cont.) Perception-cont.		
		Follow written directions that ask for him/her to distinguish left from right and top from bottom.
	Distinguish capital and lower case letters.	
		Write from dictation upper and lower case letters.
		Given a mixed list of both upper and lower case letters, write the alternate lower or upper case letter.
	Associate a number word with its appropriate numeral.	
		Correctly match a list of numerals with the corresponding numbers.
		When dictated a list of numbers out of sequence, write the correct numbers in proper sequence.
	Identify and complete missing parts of figures, pictures, or letters.	

TOPIC/CONCEPT	LEARNING OUTCOME The Learner will be able to:	SAMPLE LEARNING OBJECTIVE The Learner will:
READING Reading as a Tool Skill (Cont.) Perception-cont.		When given an incomplete drawing (with missing parts or figures, pictures, or letters), describe the missing part(s); draw the missing parts.
Structural Analysis	Use rules about vowel sounds to determine the number of syllables a multi-syllable word contains.	Recite the rule about using vowel sounds to determine the number of syllables in a word. Given a list of words with one to three syllables the student will use the vowel rule to divide each word into syllables.
	Use root words or base words to provide the basic meaning of new words they form.	Identify the root words from a list of words having prefixes and/or suffixes.
	Recognize word endings.	Define the word endings for each word on a given list.

TOPIC/CONCEPT	LEARNING OUTCOME The Learner will be able to:	SAMPLE LEARNING OBJECTIVE The Learner will:
READING Reading as a Tool Skill (Cont.) Structural Analysis-cont.		
	Recognize words as they are commonly reduced to contractions.	
		Identify words that can be made into contractions; then write the appropriate contraction and define it for each word.
	Change the meaning and/or function of a word with affixes.	
		Identify affixes and describe how each changed the meaning of the root word.
		Identify affixes of words in a story and use them to define the words.
	Change the meanings of words with the prefixes un, re, pre, dis, mis, over, in, and im.	
		Define the following prefixes: un, re, pre, dis, mis, over, in, im.
		Define the root word and how the prefix changed the meaning of the word.

LANGUAGE ARTS
PRIMARY
GRADES 1 - 3

TOPIC/CONCEPT	LEARNING OUTCOME	SAMPLE LEARNING OBJECTIVE
	The Learner will be able to:	The student will:
READING Reading as a Tool Skill (Cont.) Structural Analysis-cont.		
	Change a word's function by adding suffixes.	
		Give examples of suffixes.
		Given a list of words explain how the meaning of the word is altered when a suffix is added.
	Develop compound words from two or more words.	
		Define the term "compound word".
		Match words on a list to create compound words; define the new words.
	Use the parts of compound words to understand their meanings.	
		Identify the parts comprising compound words and define each part; then define the compound word.

TOPIC/CONCEPT	LEARNING OUTCOME The Learner will be able to:	SAMPLE LEARNING OBJECTIVE The Learner will:
READING		
Reading as a Tool Skill		
Vocabulary	Interpret the meaning of a word from the way it is used in a sentence.	
		Given a short story with missing vocabulary words identify the missing words using contextual clues.
	Combine structural and phonics analysis with context clues to determine the meaning of unfamiliar words.	
		Given a short story with new vocabulary words, pronounce and define the underlined words using phonics and structural analysis rules and contextual clues.
	Use context and pictures in a text to determine the meaning of a word.	
		Define underlined vocabulary words in a story using the story and pictures for information.
	Use key words and phrases to answer questions such as who, what, when, where, how and why.	
		Identify key words and phrases in a story that can be used when answering questions about who, what, where, how and why.

LANGUAGE ARTS
PRIMARY
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TOPIC/CONCEPT	LEARNING OUTCOME The Learner will be able to:	SAMPLE LEARNING OBJECTIVE The Learner will:
READING Reading as a Tool Skill Vocabulary-cont.		
	Use homonyms as words which have the same pronunciation but different meanings.	
		Define the word "homonym" and give several examples.
		Match pairs of homonyms from a list of words.
	Use antonyms as words whose meanings are opposite.	
		Define the word "antonym" and give several examples.
		Match pairs of antonyms from a list of words; give the antonym for underlined words in a story.
	Use a synonym as a word that has the same or nearly the same meaning as another word.	
		Define the word "synonym" and give several examples.
		Match pairs of synonyms from a list of words.

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TOPIC/CONCEPT	LEARNING OUTCOME The Learner will be able to:	SAMPLE LEARNING OBJECTIVE The Learner will:
READING Reading as a Tool Skill Vocabulary-cont.		
		Given a list of vocabulary words state an analagous word for each.
	Make analogies between new vocabulary words and familiar words.	
		Identify the root words of each word on a list of old and new vocabulary words.
Comprehension		
	Use illustrations in a story to give additional meanings to the text.	
		Use pictures in a story to discuss two (or more) interpretations of the story.
	Use comprehension skills to understand and recall the meaning as explicitly stated.	
		Follow written directions for a specified task.
		Recall facts explicitly stated in a reading selection.

TOPIC/CONCEPT	LEARNING OUTCOME The Learner will be able to:	SAMPLE LEARNING OBJECTIVE The Learner will:
READING Reading as a Tool Skill Comprehension-cont.		Identify the main characters in a selection by name, appearance, dialogue and actions. Recall character traits, feelings and motives stated in the selection. State the order of 3 to 4 major events stated in a selection; i.e., first, middle, last. Locate specific information given in a selection. Locate information in a selection that verifies an idea or opinion about its content. Summarize what is stated in a paragraph or story in one or two sentences. Use punctuation marks as aids to get meaning from a sentence.

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TOPIC/CONCEPT	LEARNING OUTCOME The Learner will be able to:	SAMPLE LEARNING OBJECTIVE The Learner will:
READING Reading as a Tool Skill Interpretation	Apply meaning not explicitly stated through making inferences, seeing relationships and drawing conclusions.	Relate content themes to his/her own past experience and knowledge. Generate ideas about what will happen next during reading or at the end of a selection. Describe pictures and discuss titles in order to more fully understand a selection's content. Identify the main idea of a paragraph when given a selection of possibilities. State the main idea independently. State ideas from a reading selection that support the theme. Summarize the content of a paragraph or story in two or three sentences.

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TOPIC/CONCEPT	LEARNING OUTCOME The Learner will be able to:	SAMPLE LEARNING OBJECTIVE The Learner will:
READING Reading as a Tool Skill Interpretation-cont.		Identify reasons for specific actions or events in a selection. Discuss likeness and difference between characters, events or selections. Generate statements inferred but not directly stated in a selection. Draw the most reasonable conclusion from a story or paragraph. Recognize humor or absurdity in illustrations and literature. Recognize different aspects of a story: - Character: describe character traits, feelings and motivations. - Setting and Time: identify the setting and time of a story. - Plot: identify the sequences of action in a story. Identify the mood or feeling of a story and explain the elements that create it.

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TOPIC/CONCEPT	LEARNING OUTCOME The Learner will be able to:	SAMPLE LEARNING OBJECTIVE The Learner will:
READING Literature Reading for Information		
	Gain occupational information and knowledge about practical skills such as mechanics and athletics, by reading.	
		Identify and discuss the skills necessary for a given occupational group.
		Discuss the type of work people in various occupations perform.
	Satisfy his/her curiosity by reading for information.	
		Give reasons for reading a particular reading selection.
		Generate questions to be answered by reading a particular story.
	Select and evaluate information in reading related to specific questions.	
		Identify specific information needed to answer direct questions about a story.

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TOPIC/CONCEPT	LEARNING OUTCOME The Learner will be able to:	SAMPLE LEARNING OBJECTIVE The Learner will:
READING Literature Reading for Information-cont.		Locate various types of information needed to answer questions and evaluate the most appropriate for providing the necessary information. Read and follow daily or weekly classroom schedule with minimum supervision. Read a monthly calendar for obtaining information about school events and activities. Read and explain a list of "survival words" such as STOP, EXIT, RESTROOM, etc. Define the terms: preface, index, glossary and bibliography.
	Select and use appropriate sections of a book for various purposes: - preface for preliminary survey of subject and intent of work. - index to locate specific information. - glossary to clarify terms. - bibliography for additional references.	

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TOPIC/CONCEPT	LEARNING OUTCOME The Learner will understand that:	SAMPLE LEARNING OBJECTIVE The Learner will:
READING		
Literature		
Reading for Information-cont.		
		Given a list of questions asking for information in a book, locate the information.
Reading for Pleasure		
	Literature covers a wide variety of subject and interest areas in which he/she may find information, satisfaction, etc.	
		Identify different types of literature.
		Compare and contrast types of information that may be found in different types of literature.
	Leisure reading can expand his/her understanding of other subjects.	
		Identify ways that information culled from one subject may expand understanding of other subjects.
		Identify sources of information that may be used to understand a particular subject or topic of interest.

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TOPIC/CONCEPT	LEARNING OUTCOME	SAMPLE LEARNING OBJECTIVE
	The Learner will be able to:	The Learner will:
READING Literature Reading for Pleasure-cont.		
	Select books at an appropriate reading level.	
		Locate library books at his/her appropriate reading level.
		Read a book and give a report.
	Share his/her reading interest and experiences with others.	
		Describe in front of a small group, his/her reading interests; discuss and compare his/her reading interests with members of the group.
	The Learner will understand that:	
	There is a wide variety of children's literature: fairy tales, fables, myths, epics, ballads, legends, fanciful tales, realistic stories, historical fiction, animal stories, informational books.	
		Identify through discussion different types of literature.
		Compare and contrast different types of literature.

TOPIC/CONCEPT	LEARNING OUTCOME The Learner will understand that:	SAMPLE LEARNING OBJECTIVE The Learner will:
READING Reading for Pleasure-cont.		Give examples of different types of literature.
	Ethnic and cultural traits are evident in stories.	Identify the ethnic origin of the characters in a story. Discuss the culture in which the story occurs. Compare and contrast ethnic and cultural differences between the story and Alaska.
Literature Legends and Tall Tales	The tall tale builds upon the exploits of a hero through exaggeration of his/her size, endurance, actions, speech, and importance.	Describe a tall tale according to its specific characteristics.

TOPIC/CONCEPT	LEARNING OUTCOME The Learner will understand that:	SAMPLE LEARNING OBJECTIVE The Learner will:
READING Literature-cont. Story	A plot is series of events that tells a story.	Describe the plot of a story; then predict the ending or outcome.
	The theme or main thought of a story is shown through the action of the story.	Discuss the central theme of a reading selection.
Narration	Dialogue (e.g., what is said in a story), helps to develop characters.	Discuss the nature of the dialogue between two or more characters in a reading selection. Describe and make inferences about the main characters in a reading selection based on their dialogue. Identify personality characteristics that can be attributed to characters in a story.

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TOPIC/CONCEPT	LEARNING OUTCOME	SAMPLE LEARNING OBJECTIVE
	The Learner will understand that:	The Learner will:
READING Literature-cont.		
Criticism	Judgments can be made about the content of a reading selection.	
		Judge whether characters or specified events are real or imaginary.
		Distinguish fact statements from opinion statements.
Poetry	There are simple forms of verse such as haiku, a couplet, a quatrain, a limerick or a cinquain.	
		Give examples of different forms of poetry found in reading.
		Compare and contrast different poetic forms.

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TOPIC/CONCEPT	LEARNING OUTCOME The Learner will be able to:	SAMPLE LEARNING OBJECTIVE The Learner will:
WRITING Composition		
	Express thoughts and ideas fluently with writing.	
		Write simple stories from experience and imagination.
		Write simple and compound sentences.
		Write simple narrations of class activities (e.g., experiments, announcements, class logs).
		Write simple narrations to a specified audience (e.g., penpal, principal).
		Express ideas in simple forms of verse such as haiku, a couplet, a quatrain, a limerick, or a cinquain.
	Use some of the musical qualities of poetry in original verse (e.g., rhythmical phrasing, rhyme, meter, alliteration, onomatopoeia).	
		Compose different forms of poetry.

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TOPIC/CONCEPT	LEARNING OUTCOME The Learner will be able to:	SAMPLE LEARNING OBJECTIVE The Learner will:
WRITING Grammar		
	Demonstrate knowledge of grammatical forms.	
		Demonstrate how to differentiate between a telling sentence and an asking sentence.
		Identify the use of name words, action words, and descriptive words.
		Identify the use of singular and plural words when given a list of words.
		Use past tense correctly in written form.
		Recognize subject/predicate in a simple sentence.
	Demonstrate correct use of punctuation.	
		Use a period after a telling sentence.
		Use a question mark after an asking sentence.
		Use a period at the end of an abbreviation.
		Use commas appropriately.

TOPIC/CONCEPT	LEARNING OUTCOME The Learner will be able to:	SAMPLE LEARNING OBJECTIVE The Learner will:
WRITING Grammar-cont.		
		Use apostrophes to show possession.
	Demonstrate correct use of capitalization.	
		Capitalize the pronoun "I" and proper nouns to signal the name of a specific person, place, or thing.
		Capitalize names of months and holidays.
		Capitalize person's title or the abbreviation of the title if it precedes the person's name.
		Capitalize pronouns when appropriate.
		Capitalize the first word in a sentence.
Mechanics and Conventions		
Spelling	Apply phonics and structural analysis rules to spell: words with long and short vowels, plurals, words with suffixes and prefixes, contractions, compound words.	
		Write words dictated from a spelling list.
	Spell sight words from memory.	

TOPIC/CONCEPT	LEARNING OUTCOME The Learner will be able to:	SAMPLE LEARNING OBJECTIVE The Learner will:
WRITING Mechanics and Conventions		
Spelling - cont.	Spell sight words.	
		Spell his/her name and address correctly.
		Spell sight words dictated from a spelling list.
Handwriting	Form manuscript letters separately by using straight lines and circles in a top to bottom progression.	
		Write capital and lower case letters of the alphabet in a manuscript.
	Form cursive letters using slanted and joined lines.	
		Write capital and lower case letters of the alphabet in cursive.
		Write his or her name in manuscript form and in cursive form.
	Use appropriate spacing of letters and words to develop legible handwriting.	
		Write spelling words in both manuscript and cursive.

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TOPIC/CONCEPT	LEARNING OUTCOME	SAMPLE LEARNING OBJECTIVE
	The Learner will be able to:	The Learner will:
WRITING Mechanics and Conventions Handwriting-cont.		
		Copy sentences using cursive.
	Use correct body position, paper position, and pencil position.	
		Demonstrate the appropriate body position, paper position, and pencil position (i.e., for left or right handedness) for writing.
	Analyze his or her own handwriting according to letter formation, slant, and spacing.	
		Given examples of correctly formed words, determine if the letters in his or her words are formed correctly using slant and spacing as the criteria.
	Select a writing tool (pencil, ball point pen, flow pen) appropriate to the kind of writing task.	
		Given a variety of writing tasks, select the appropriate writing tool.

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TOPIC/CONCEPT	LEARNING OUTCOME The Learner will be able to:	SAMPLE LEARNING OBJECTIVE The Learner will:
STUDY SKILLS Library and Information Retrieval Skills		
	Locate books in the library effectively.	
		Recognize the left-to-right shelf arrangement in the library.
		Use proper procedures for checking out and returning books.
		Use the concepts of the Dewey decimal System to locate books in the library.
		Use the card or microfilm catalog to locate books in the library.
	Locate and use all parts of a book to obtain information for study purposes.	
		Locate a story, chapter or other specific information in a book by using the table of contents.
		Locate the title page in a book and identify the title, author, illustrator, and date of publication.
		Locate necessary information in a glossary or index of the book.
		Scan a page to locate specific information.

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TOPIC/CONCEPT	LEARNING OUTCOME The Learner will understand that:	SAMPLE LEARNING OBJECTIVE The Learner will:
STUDY SKILLS Library and Information Retrieval Skills		
Dictionary	The dictionary records meanings of entries that are both complete and incomplete words (prefixes, suffixes, abbreviations).	
		Describe the order in which words in a dictionary appear (alphabetical).
		Identify the type of information she/he may obtain from a dictionary.
		Discuss how information from a dictionary may be used to assist him/her in understanding the meaning of unfamiliar words.
	The dictionary records many meanings for a word.	
		Identify the various meanings a dictionary may provide for each word.
		Use a word having several meanings in different sentences.

TOPIC/CONCEPT	LEARNING OUTCOME The Learner will understand that:	SAMPLE LEARNING OBJECTIVE The Learner will:
STUDY SKILLS Library and Information Retrieval Skills Dictionary-cont.	There are many kinds of dictionaries (i.e., picture, elementary, abridged, and unabridged).	Describe different types of dictionaries and their uses.
	Dictionaries list the definitions of a word in either historical order or in order of frequency of use.	Given a list of words, locate them in a dictionary. Identify the different orders in which word meanings may be listed in a dictionary.
	Locate words in a dictionary using guide words.	Given a list of words, identify the page on which each word appears using guide words. Identify from a list of words those which are within the given guide words.

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TOPIC/CONCEPT	LEARNING OUTCOME	SAMPLE LEARNING OBJECTIVE
	The Learner will be able to:	The Learner will:
STUDY SKILLS Library and Information Retrieval Skills		
Reference Materials	Find and use reference materials to obtain information on a given topic.	
		Use charts, maps, graphs, and tables to locate specific information.
		Use reference books (e.g., atlases, encyclopedias, dictionaries) to locate specific information.
Reading for Study	Demonstrate procedures for effective study reading.	
		Scan a page to find a phrase or sentence pronounced by the teacher.
		Reread for summarizing main ideas and detail.

INTERMEDIATE LANGUAGE ARTS
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TOPIC/CONCEPT	LEARNING OUTCOME The Learner will be able to:	SAMPLE LEARNING OBJECTIVE The Learner will:
ORAL COMMUNICATION Listening	Listen for a specific purpose (e.g., for instructions, main ideas, supporting details).	
		State the information he/she hopes to gain in listening to a particular speaker.
		Identify main idea when a story is read aloud.
		Follow oral, sequential directions.
		Distinguish between different purposes of speaking/writing after listening (i.e., to inform, entertain, persuade).
	Select sounds and patterns.	
		Discriminate between different rhythm patterns when read a poem.
		Identify different levels of pitch and stress when read a story.

TOPIC/CONCEPT	LEARNING OUTCOME The Learner will be able to:	SAMPLE LEARNING OBJECTIVE The Learner will:
ORAL COMMUNICATION Listening-cont.	Identify barriers to listening as a step toward improving the process.	
		List the factors which interfere with his/her listening to another student, a teacher, a parent, etc.
		Participate in a role play to practice ways to increase his/her listening concentration.
	Adjust physical conditions to promote listening.	
		Move closer to speaker when necessary, turn down radio, close door.
	Follow the speaker's organization (e.g., main points, details or illustrations, transitional words, summary or conclusion).	
		Identify speaker's intent/purpose.
		Identify specific details after listening to a speech.
		Summarize the main ideas of the speaker and state the conclusions of the speaker.
		Identify persuasive words used in a story.

TOPIC/CONCEPT	LEARNING OUTCOME	SAMPLE LEARNING OBJECTIVE
	The Learner will be able to:	The Learner will:
ORAL COMMUNICATION Listening-cont.	Recognize logical arrangements in speeches (e.g., cause/effect, problem/solution, spatial).	
		Distinguish fact from opinion in speeches.
		Summarize the problems and the solutions presented by a speaker.
		When the cause of an event is presented orally, identify the effect.
Speaking General	The Learner will understand that:	
	Communication depends upon speaking distinctly with adequate volume and rate for the words to be understood and for the speaking occasion and size of audience.	
		Adjust the volume of his/her voice to match the speaking occasion, the size of the audience and the room.
		Articulate words clearly.
		Adjust rate of speech to fit audience size.

TOPIC/CONCEPT	LEARNING OUTCOME The Learner will understand that:	SAMPLE LEARNING OBJECTIVE The Learner will:
ORAL COMMUNICATION Speaking General-cont.	The use of stress insures correct interpretation.	
		Demonstrate three different voice modulations as appropriate for speaking occasion.
Speech	A speech topic should be important to both the speaker and the audience.	
		Appropriately select a topic based upon his/her expertise and audience interest.
	The main ideas of a speech classify a body of related details.	
		Select specific facts and details which are relevant to the topic.
	Most speeches have an introduction, body, and conclusion.	
		Present a speech which has an introduction, body and conclusion.

TOPIC/CONCEPT	LEARNING OUTCOME	SAMPLE LEARNING OBJECTIVE
	The Learner will understand that:	The Learner will:
ORAL COMMUNICATION Speaking-cont. Group Discussion	Basic elements of courtesy are desirable in person-to-person conversation, group conversation, and telephone conversation.	Demonstrate a proper introduction of one person to another. Ask pertinent questions, then listen appropriately.
	The Learner will be able to:	
	Frame topics conversationally.	Describe the difference between really presenting a topic and discussing a topic with a classmate.
	Restate what others in a group have said.	Use question/answer method to explore or investigage a particular topic.
	React to thoughts that others express by responding with pertinent remarks: clarifying qualifying extending the ideas drawing conclusions.	

TOPIC/CONCEPT	LEARNING OUTCOME	SAMPLE LEARNING OBJECTIVE
	The Learner will understand that:	The Learner will:
ORAL COMMUNICATION Speaking-cont. Group Discussion (cont.)		
		Stick to the point in a short speech, keeping his/her remarks relevant.
		Apply the rules of courtesy in remarks whether or not he/she is in agreement with others in the group.
		Summarize the main points of a discussion and the resulting decisions.
		Ask questions in discussion to clarify meaning, extend information, or assist reasoning.
		Use simple parliamentary procedures in a class meeting.
Spoken Literature Oral Reading	Punctuation aids him/her in reading and pausing appropriately.	
		Demonstrate appropriate reading behavior when story includes use of periods, question marks, exclamation points, commas, and quotation marks.
		Focus eyes ahead to anticipate what he/she will be reading.

TOPIC/CONCEPT	LEARNING OUTCOME	SAMPLE LEARNING OBJECTIVE
	The Learner will understand that:	The Learner will:
ORAL COMMUNICATION Spoken Literature-cont. Oral Reading-cont.	The appropriate use of stress, punctuation, phrasing and enunciation in oral reading allow the listener to comprehend the meaning and purpose of a writer.	Read various selections from literature (a poem, short story, essay, a play): demonstrating appropriate stress, oral punctuation, phrasing and enunciation. Take an active part in dramatization/role playing/choral reading.
Storytelling	Storytelling can include: the main idea tone emphasis on important incidents description of characters climax sequence of events.	Retell a story based on what he/she has seen, thought, heard or read.

TOPIC/CONCEPT	LEARNING OUTCOME The Learner will understand that:	SAMPLE LEARNING OBJECTIVE The Learner will:
ORAL COMMUNICATION Spoken Literature-cont. Storytelling-cont.		Retell a story including the main idea, important details, and conclusion. Respond to questions about a story using complete sentences. Use special voice techniques effective in storytelling (e.g., impersonation, pitch, role variation). Sequence the story events correctly. Describe characters using a variety of adjectives and phrases.

TOPIC/CONCEPT	LEARNING OUTCOME	SAMPLE LEARNING OBJECTIVE
	The Learner will be able to:	The Learner will:
READING		
Reading as a Tool Skill		
Decoding		
	Use phonics rules to pronounce unfamiliar words.	
		Use consonant or vowel digraphs and dipthongs to pronounce unfamiliar words.
		Use phonics rules of long and short vowel sound to pronounce unfamiliar words.
	Recognize final, medial, and initial consonant sounds in unfamiliar words.	
		Given a list of single syllable words, identify by letter and sound the initial, medial, and final consonant sounds.
	Apply the rules of inflectional endings.	
		Identify words in all commonly inflected forms and give their meaning including plurals, possessives, verb tenses and comparative adjectives.
		Appropriately pronounce words which have silent consonants.

TOPIC/CONCEPT	LEARNING OUTCOME The Learner will be able to:	SAMPLE LEARNING OBJECTIVE The Learner will:
READING Reading as a Tool Skill Decoding (cont.)	Use syllabication rules to divide multi-syllable words.	Explain syllabication rules. Correctly divide 3,4 and 5 syllable words.
Concept Formation	Identify the missing part of a story.	Order objects or characters according to their appearance in a story. Provide the missing portion of a story.

TOPIC/CONCEPT	LEARNING OUTCOME	SAMPLE LEARNING OBJECTIVE
	The Learner will understand that:	The Learner will:
READING		
Reading as a Tool Skill		
Perception	People see things and experience people and events differently.	
		Watch a film of an event, or a dramatization of an event; state what he/she saw. Compare reports for different/similar details, omissions and conclusions.
	Established assumptions can make one miss clues that lead to discovery.	
		Identify and complete missing parts of figures, pictures, or letters.
Structural Analysis		
	The Learner will be able to:	The Learner will:
	Use skills of structural analysis to decode unknown words.	
		Recognize root or base words and word endings.
		Give examples of prefixes, suffixes, and root words; identify their meanings; explain the effect of the affix upon the meaning of the root word.

TOPIC/CONCEPT	LEARNING OUTCOME The Learner will be able to:	SAMPLE LEARNING OBJECTIVE The Learner will:
READING Reading as a Tool Skill Structural Analysis (cont.)		Identify words which are commonly reduced to contractions. Given a list of contractions, define their meaning. Explain the contractions' form and function. Identify when words have been combined to create new words. Given a list of words, create compound words. Supply a word that has been omitted from a sentence.
Vocabulary - General	Use context clues to define new words.	Define new words encountered in reading. Use context clues to determine word meaning of an unfamiliar word. Use illustrations in a story to give additional meaning to the text. Use pictures in a text to determine the meaning of a word.

TOPIC/CONCEPT	LEARNING OUTCOME The Learner will be able to:	SAMPLE LEARNING OBJECTIVE The Learner will:
READING Reading as a Tool Skill Vocabulary (General) - cont.		Alter literal meanings derived from context with meaning changes due to intonation, stress, pitch, and juncture.
Vocabulary (Homonyms, Synonyms, Antonyms, Acronyms)	Use homonyms as words which have the same pronunciation but different meanings.	Differentiate meaning of homonyms in context.
	Use antonyms as words whose meanings are opposite.	From a list of words, provide an antonym for a given word in context.
	Use synonyms for words that have the same or nearly the same meaning as another word.	From a list of possible words, provide a synonym for a given word in context.

TOPIC/CONCEPT	LEARNING OUTCOME The Learner will be able to:	SAMPLE LEARNING OBJECTIVE The Learner will:
READING Reading as a Tool Skill Vocabulary (Homonyms, Synonyms, Antonyms, Acronyms) - cont.		
		Provide synonymns, homonyms, and antonyms to vocabulary list and use synonyms, homonyms and antonyms to make exploration of vocabulary more precise.
	Use an acronym as a word formed from the first letter or letters of several words.	
		Identify the derivation of commonly used acronyms.
	Use a malapropism as a word that sounds somewhat like the one intended (e.g., "a shrewed awakening").	
		Recognize malapropisms in sentences and phrases and supply the correct words.
Vocabulary (Analogies)		
	Distinguish an analogical relationship as one in which dissimilar things are shown to be related in some common way.	
		Interpret the appropriateness of analogical relationship by determining the valid point(s) of comparison.

TOPIC/CONCEPT	LEARNING OUTCOME The Learner will be able to:	SAMPLE LEARNING OBJECTIVE The Learner will:
READING Reading as a Tool Skill Vocabulary (Homonyms, Synonyms, Antonyms, Acronyms) - cont.		Make analogies between new vocabulary words and familiar words and thus define the new word. Comprehend the meaning of a word through the use of one of the following types of analogies: . purpose-relationship . cause and effect . part-whole . part-part . action-object . object-action
Vocabulary (Roots, Affixes, Compounds)	Use root words to provide the basic meaning of new words they form.	Use root words to help determine word meaning. Define the word "prefix".
	Use prefixes to change the meaning and/or function of a word.	Know the meaning of: un, re, pre, dis, mis, over, in, im and other prefixes used in words.

TOPIC/CONCEPT	LEARNING OUTCOME The Learner will be able to:	SAMPLE LEARNING OBJECTIVE The Learner will:
READING Reading as a Tool Skill Vocabulary (Roots, Affixes, Compounds - cont.		
		Analyze prefixes to help determine word meanings and functions.
	Recognize prefixes of Latin and Greek derivation (e.g., ex, sub, pro).	
		Use prefixes of Latin and Greek derivation to help determine the meaning of new words.
	Change a word's function by adding suffixes.	
		Define the word "suffix".
		Explain the meaning of words when comparative and superlative suffixes are used with root words.
		Given a series of root words change the meaning of root words by adding suffixes.
	Identify individual word parts in compound words.	
		Use the separate parts of compound words to give the word meanings.
		Make compound words from two or more words.

TOPIC/CONCEPT	LEARNING OUTCOME The Learner will be able to:	SAMPLE LEARNING OBJECTIVE The Learner will:
READING Reading as a Tool Skill Comprehension (Literal)	Use comprehension skills to understand and recall the meaning of a reading selection.	Read a literary text literally and correctly respond to what, where, and who questions. Recall facts explicitly stated in a selection. Give a line-by-line literal reading of poetry. Locate specific information in a text to verify statements about the text. Identify or generate statements that summarize what is explicitly stated in a selection. Identify words that indicate the organization of a selection (e.g., however, finally, therefore). Use punctuation marks as aids to getting meaning from a sentence.

TOPIC/CONCEPT	LEARNING OUTCOME The Learner will be able to:	SAMPLE LEARNING OBJECTIVE The Learner will:
READING Reading as a Tool Skill Comprehension (Literal) - cont.		Analyze ways that the author's purpose, organization, and presentation of main ideas and details interrelate. Extend a sequence of ideas, facts, or details presented in written material by providing additional related examples of his/her own as an aid to comprehension. Select details related to characters, setting, and events. State the relationships of ideas and details in written material. Select information dealing with time, place, and culture from written materials. Recognize the key words in written directions. Follow directions which have progressive degrees of complexity. Follow from memory directions which were read.

TOPIC/CONCEPT	LEARNING OUTCOME The Learner will understand that:	SAMPLE LEARNING OBJECTIVE The Learner will:
READING Reading as a Tool Skill Comprehension (Literal) - cont.		
		Use logical order in carrying out directions.
Comprehension (Main Idea)		
	The title of a work may be a clue for determining the theme or dominant mood.	
		Locate a topic sentence as an aid to determining the main idea of a paragraph.
		Skim read a selection for main ideas, general format, organization, and style preliminary to an indepth reading.
		Explain how events in a story, situation, essay, etc. may be related.
Comprehension (Sequencing)		
	Sequential development orders similar elements.	
		Order the facts of written material in terms of their importance.

TOPIC/CONCEPT	LEARNING OUTCOME	SAMPLE LEARNING OBJECTIVE
	The Learner will understand that:	The Learner will:
READING Reading as a Tool Skill Comprehension (Classifying)	Classification identifies commonalities of subject, time, place, mood, character, classes, subclasses, and categories.	Distinguish a work of nonfiction from a work of fiction. Classify objects into major categories. Classify experiences of story characters in terms of their emotional effect. Classify differences and similarities in story setting, characters, events, or specific content. Classify positional relationships between concrete objects (e.g., up, down, over, under, beside, etc.). Classify concrete and representational objects and figures according to their differences and similarities. Classify a statement as fact, inference, or value judgement. Classify a literary work by genre.

TOPIC/CONCEPT	LEARNING OUTCOME The Learner will understand that:	SAMPLE LEARNING OBJECTIVE The Learner will:
READING Reading as a Tool Skill Comprehension (Summarizing)	A summary is an outline that accurately represents the content of written material.	Summarize the idea of a paragraph in a brief statement. Group ideas in a story around several main ideas.
Comprehension (Predicting)	Prediction anticipates the story outcome from preliminary events presented.	During reading generate ideas about what will come next, at the end of the selection, or what might come afterward. Make predictions as to the story events, characters, or outcomes from the title given.

TOPIC/CONCEPT	LEARNING OUTCOME	SAMPLE LEARNING OBJECTIVE
	The Learner will understand that:	The Learner will:
READING		
Reading as a Tool Skill		
Interpretation	Meanings are not necessarily explicitly stated in readings and may be drawn through inferences, seeing relationships, drawing conclusions, and applying linguistic knowledge.	Explain that opinion usually states non-verifiable ideas.
		Demonstrate how facts are verifiable.
		Identify signaling phrases (e.g., "in my opinion").
		Distinguish fact and opinion in supporting details of a paragraph.
		Explain the central conflicts in a literary work and describe how they affect the actions through character development.
		Use illustrations, titles, headings and subheadings to preview information before reading and better organize complex information in the text while reading.
		Read a complete literary work (prose or poetry) and explain its meaning.

TOPIC/CONCEPT	LEARNING OUTCOME The Learner will be able to:	SAMPLE LEARNING OBJECTIVE The Learner will:
READING Reading as a Tool Skill Interpretation - cont.		Analyze the effects of connotative words and phrases on the message communicated in advertisements, political speeches, and editorials.
		Discuss the main idea of a selection when not explicitly stated in the selection.
		Identify the items that are compared in a metaphor or simile.
		Use his/her recognition of word indicators such as: because, since, either/or, and therefore as clues to the identification of statements implying causality.
	Select textual evidence to support what he/she believes to be an author's attitude toward a subject or viewpoint.	
		Identify author's intent (e.g., to inform, persuade, entertain).
		Analyze cartoons for their social and political statements and their portrayal of human idiosyncrasies.

TOPIC/CONCEPT	LEARNING OUTCOME	SAMPLE LEARNING OBJECTIVE
	The Learner will be able to:	The Learner will:
READING Reading as a Tool Skill Interpretation - cont.		
	Interpret the techniques which advertisers use to create favorable attitudes toward their product and persuade customers to buy (e.g., emotionally weighted statements, loaded words, name calling, etc.)	
		Point out when his/her own values conflict with an advertiser's influence and his/her interpretation of material.
	Infer attitudes that are implied from information that is stated in TV, billboard, and magazine advertising.	
		Judge validity of a selection; e.g., identify contradictions, overstatements, understatements, and inconsistencies.
	Infer meanings and attitudes that are deliberately left unstated by the author.	
		Discuss how mood or feeling is used in a piece of fiction, through setting, tone, and action.
		Explain how advertisements create attitudes toward a product.

TOPIC/CONCEPT	LEARNING OUTCOME	SAMPLE LEARNING OBJECTIVE
	The Learner will be able to:	The Learner will:
READING Reading as a Tool Skill Interpretation - cont.		
	Analyze a character through what he/she says and does, what other characters say about him/her, and how they interact with him/her, and what the narrator tells the reader.	
		Describe how the characters in a selection interact with each other, identifying roles, attitudes, etc.
		Identify specific personality characteristics that can be attributed to characters in a story.
	Explain how a character in a selection speaks, to reveal some or all of the following: . historical era . geographic origin . sex and age . socio-economic status . values	
		Identify ethnic and cultural traits in stories.

TOPIC/CONCEPT	LEARNING OUTCOME	SAMPLE LEARNING OBJECTIVE
	The Learner will be able to:	The Learner will:
READING Reading as a Tool Skill Literature (Personal)		
	Respect and value his/her response to a literary work.	
		Support his/her reason for liking or disliking a literary work.
		Judge how relevant selections are to a given topic.
		Interpret cultural attitudes and customs other than his/her own through a selected reading.
		Develop personal reaction to literature styles/topics/types that satisfy personal reading interests.
	Read works written during a particular historical period or read works written about a period to gain access to the past.	

TOPIC/CONCEPT	LEARNING OUTCOME The Learner will be able to:	SAMPLE LEARNING OBJECTIVE The Learner will:
READING Reading as a Tool Skill Literature (Personal) - cont.		
		Identify the setting of a selected reading in terms of time and place--time in history, season of the year, geographic place, particular circumstances of the environment, and the cultural milieu.
	Utilize the different points of view in literature as a means of looking at his or her experience in a new light.	
		Use selected readings to compare and contrast his/her behavior with that of a character in a particular situation. Generalize about "What makes us human?" using readings.
	Expand the range of his/her emotional responses by empathizing with characters' feelings.	
		Use reading to explore, clarify and affirm his/her own values.
		Use reading material to provide alternatives for making personal judgements.

TOPIC/CONCEPT	LEARNING OUTCOME	SAMPLE LEARNING OBJECTIVE
	The Learner will understand that:	The Learner will:
READING		
Reading as a Tool Skill		
Literature (Folk Literature)		
	Myths are usually concerned with the activities of gods and super-heroes.	
		Identify some of the major myths of ancient Greece (e.g., Prometheus, Theseus, Jason, etc.).
	Folk tales often express universal concerns, values, and motifs.	
		Identify the major motifs of a folk tale: e.g., . rags to riches (Cinderella) . enchanted person who must be rescued from spell (Beauty and the Beast) . wicked stepmother (Sleeping Beauty) . foreign wife (Jason and Medea)
Literature (Fables and Parables)		
	Some animal stories fall into distinctive literary groupings.	
		Identify the distinctive groups in animal stories: . animals talking as humans . animals as animals that talk . animals realistically portrayed as animals

TOPIC/CONCEPT	LEARNING OUTCOME	SAMPLE LEARNING OBJECTIVE
	The Learner will understand that:	The Learner will:
READING		
Literature		
Literature (Legends and Tall Tales)		
	A legend is a story or collection of stories handed down through oral tradition and is often regarded as history.	
		Listen to legends told by elders or read legends representative of his/her ethnic group and others.
		Describe differences between legends and tall tales. Give examples of each and identify differences.
	A tall tale builds upon the exploits of a hero through exaggeration of his or her size, endurance, actions, speech and importance.	
		Listen to a tall tale and describe the specific characteristics that make it a tall tale.
Literature (Short Stories)		
	The short story deals with a wide variety of plots, characters, and themes.	
		Identify the story line in a short story.
		Given a short story to read, discuss the plot, character(s) and theme.

INTERMEDIATE LANGUAGE ARTS
GRADES 4 - 6

TOPIC/CONCEPT	LEARNING OUTCOME The Learner will understand that:	SAMPLE LEARNING OBJECTIVE The Learner will:
READING Reading as a Tool Skill Literature (Biographies)	Biography is the history of an individual's life which provides a particular perspective on the individual's personality, milieu, work, etc.	Read a biography, then devise a time line indicating important milestones in the character's life. Read a biography, then report on the character's work, life, and the main aspects of his/her personality.
Reading as a Tool Skill Literature (Poetry)	A poem is unique, possessing a logic of its own; it must be interpreted on its own terms rather than relying upon rigid, unchanging rules of explication.	Identify different types of poems and discuss how they are different. Identify the main theme of a poem. Explain how music lyrics and themes represent a type of contemporary poetic expression.

TOPIC/CONCEPT	LEARNING OUTCOME	SAMPLE LEARNING OBJECTIVE
	The Learner will understand that:	The Learner will:
READING Reading as a Tool Skill Literature (Poetry)- cont.		
	A limerick is a nonsense poem of five lines with a metrical foot consisting of two short syllables followed by a long one, or two unaccented syllables followed by an accented one.	
		Identify a limerick from selected poems. Write limericks.
Language in Literature		
	A writer "invents" figurative language because the existing language cannot convey the full meaning or insight.	
		Define and distinguish between a metaphor and simile. Pick out metaphors and similes in: poetry, advertisements, short stories, and colloquial speech. Construct new similies and metaphors for a given idea.

INTERMEDIATE LANGUAGE ARTS
GRADES 4 - 6

TOPIC/CONCEPT	LEARNING OUTCOME	SAMPLE LEARNING OBJECTIVE
	The Learner will be able to:	The Learner will:
WRITING Composition	Use writing to communicate thoughts and ideas.	
		After pre-writing activities, clarify a verbally expressed thought in writing.
		Write simple/compound/complex sentences.
		Express feelings and attitudes in writing.
		Write stories, poems, dialogs, plays, essays, articles, etc.
		Write answers to questions.
		Use a variety of action/descriptive words in sentences.
	Use writing to accomplish a variety of purposes: . Informative writing	
		Report or retell an event or experience that has happened.
		Write directions to a particular destination.
		Write descriptions of people and things with detail and accuracy.
		Write a friendly letter, a thank you letter, and an invitation. Use heading, greeting, body, closure and signature.

TOPIC/CONCEPT	LEARNING OUTCOME	SAMPLE LEARNING OBJECTIVE
	The Learner will be able to:	The Learner will:
WRITING		
Composition - cont.		
	. Persuasive writing	
		State his/her point of view in writing.
		Write letters to newspapers, businesses and political figures, explaining or defending a point of view or position.
		Write advertisements to sell particular products.
		Explain a point of view and needs of her/his audience and reflect that in writing.
	. Literary writing	Write a story, poem, play or song lyrics to share an experience with others.
		Write a story, poem, play, or song lyrics to express a feeling or understanding about a recent experience.
		Keep a journal.
		Write a short dialog.
		Write an autobiography.

TOPIC/CONCEPT	LEARNING OUTCOME	SAMPLE LEARNING OBJECTIVE
	The Learner will be able to:	The Learner will:
WRITING Composition-cont.	Manage the major tasks in the writing process.	
	. Generating ideas/pre-writing	Gather and organize information in preparation for a writing activity.
	. Drafting	Arrange ideas in written draft form.
	. Revising/Editing	Revise rough drafts by adding, deleting, substituting and rearranging.
	. Revising/Editing cont.	Identify and correct run-on sentences.
		Analyze own draft or draft of another and make appropriate revisions in grammar, punctuation, spelling.
		Proofread to revise.
	. Editing	Rewrite material focusing on appropriate word choice and correct syntax.
		Solicit opinions of others in revision.
Form and Structure	Control the forms of written language.	
		Write in either first person or third person.

TOPIC/CONCEPT	LEARNING OUTCOME	SAMPLE LEARNING OBJECTIVE
	The Learner will be able to:	The Learner will:
WRITING Form and Structure-cont.		Make an outline for a topic.
		Write in proper sequence.
		Use plurals in written sentences.
		Explain why he/she should avoid colloquial redundance in writing.
	Construct a variety of sentence patterns and structures.	
		Construct sentences using the following English patterns: noun-verb; verb-noun; noun-verb-noun; non-linking verb-adjective; noun-verb-adverb; and noun-verb-noun-noun.
		Identify compound sentences which contain a main clause pattern and at least one subordinate clause.

TOPIC/CONCEPT	LEARNING OUTCOME	SAMPLE LEARNING OBJECTIVE
	The Learner will be able to:	The Learner will:
WRITING Organization: Form & Structure		
		Identify a complex sentence and label the main/subordinate clause.
		Construct a complex sentence using major and subordinate clause.
		Identify compound-complex sentences containing at least two main clauses and at least one subordinate clause.
Paragraphs	Demonstrate a variety of paragraph forms.	
		Identify main idea and topic sentences.
		Use margins and indent paragraphs.
		Explain when to begin new paragraphs.
		Write a paragraph on one topic.
		Locate the topic sentence in various paragraph forms.
		Write a paragraph demonstrating the topic sentence placement at the beginning, in the body, and at the end of the paragraph.

TOPIC/CONCEPT	LEARNING OUTCOME	SAMPLE LEARNING OBJECTIVE
	The Learner will be able to:	The Learner will:
WRITING Organization: Form and Structure-cont.		
Narration	Use narrations as parts of other forms of writing.	
		Explain the purpose of a narrative, i.e., to tell a story.
		Explain how written dialogue is a highly conventionalized form of what people say.
		Identify the elements of suspense and the portrayal of human trials in his/her narrative writing and that of others.
		Write simple narratives of class activities.
		Write a narrative based upon his/her own experience.
		Write animal stories which characterize animals talking as humans, animals talking as animals, or animals objectively stated.
		Write original myths and fables.
		Write a tall tale using a hero-type person with exaggerated characteristics of size, endurace, actions, speech, or importance.
		Write a skit using dialogue.

TOPIC/CONCEPT	LEARNING OUTCOME	SAMPLE LEARNING OBJECTIVE
	The Learner will be able to:	The Learner will:
WRITING Organization: Form and Structure (Cont.)		
Poetry	Express ideas in simple forms of verse such as haiku, a couplet, a quatrain, a limerick, or a cinquain.	
		Write a haiku, a limerick, a couplet, etc.
		Use observation and honest personal response in expressing him/herself in poetry.
		Use some of the musical qualities of poetry in original verse (e.g., rhythmical phrasing, rhyme, meter, alliteration, onomatopoeia).
Notetaking	Use notetaking for a variety of writing needs.	
		Take notes from class lectures using an outline form.
		Write notes from readings using an outline form.
		Explain a topic under consideration using notes of a classmate.
		Write minutes for a meeting including announcements, reports of consensus, and resolutions.

TOPIC/CONCEPT	LEARNING OUTCOME	SAMPLE LEARNING OBJECTIVE
	The Learner will be able to:	The Learner will:
WRITING Organization: Form and Structure - cont.		
		Keep a journal of his/her idea, reactions to experience and responses to books, movies, and issues.
Research	Construct a research paragraph or paper.	
		Write a unified paragraph or paper on a given topic by including his/her own ideas plus ideas from more than one source.
		Use a simple bibliography.
		Acknowledge quoted or borrowed ideas with the proper use of quotation marks and reference to the source.
		Make a list of references used.
Journalistic	Use journalistic format for appropriate material.	
		Write headlines which give the essential information in the space allotted.
		Write captions for photographs and illustrations which give appropriate information within the constraints of allotted space.

INTERMEDIATE LANGUAGE ARTS
GRADES 4 - 6

TOPIC/CONCEPT	LEARNING OUTCOME	SAMPLE LEARNING OBJECTIVE
	The Learner will be able to:	The Learner will:
WRITING Mechanics Handwriting	Write legibly and neatly in cursive style.	
		Demonstrate correct letter formation and connection.
		Use cursive writing for all written work.
	Select writing form appropriate to his/her writing task.	
		Use margins and headings appropriately.
		Use manuscript or word processor, if available, for charts, posters and maps.
Spelling	Perceive likenessess and differences in the spelling of words.	
		Copy words and paragraphs correctly.
	Use correct spelling in classwork.	
		Correctly spell from dictation.
		Spell frequently misspelled words.
		Use a dictionary or thesaurus to determine spelling.
		Proofread his/her own writing to find words with omitted letters, letter reversals, improper headings, and questionable spellings.

TOPIC/CONCEPT	LEARNING OUTCOME The Learner will be able to:	SAMPLE LEARNING OBJECTIVE The Learner will:
WRITING Mechanics Spelling-cont.		Identify consonant/vowel patterns in list of spelling words.
	Use phonetic generalizations to spell words.	Given a single syllable word or a word accented on the last syllable which ends in a single consonant and is preceded by a single vowel, double the final consonant before adding a suffix beginning with a vowel. (e.g., hit, hitting; drop, dropped).
		Write with correct spelling words with ie or ei combinations.
		Form the plural of regular nouns by adding s or es as appropriate.
		Form the plural of words ending in y preceeded by a consonant and a vowel (e.g., berry/berries; turkey/turkeys).
		Use prefixes added to root words.
		Use suffixes beginning with vowels and words ending in silent e (e.g., rope/roping).
		Distinguish the affixes from the root parts of words.

TOPIC/CONCEPT	LEARNING OUTCOME	SAMPLE LEARNING OBJECTIVE
	The Learner will be able to:	The Learner will:
WRITING Mechanics Spelling-cont.		Make contractions of common verbs with "not" (e.g., haven't, doesn't).
	Apply principles of syllabication to spelling.	Identify the syllables:-ble, -cle, -dle, -gle, -kle, -ple, -tle, -zle, which often constitute the final syllable of a word (e.g., simple).
		Identify prefixes and suffixes as separate syllables.
		Spell words with multiple syllables, insuring that each syllable has a vowel.
		Divide words into syllables between double consonants or between two consonants (e.g., al-low).
		Recognize syllables by the vowel sounds heard rather than seen.
		Form syllables where a single consonant between vowels usually goes with the second vowel (e.g., de-bate).

TOPIC/CONCEPT	LEARNING OUTCOME	SAMPLE LEARNING OBJECTIVE
	The Learner will be able to:	The Learner will:
WRITING Mechanics Spelling-cont.	Use the standard abbreviations for dates, time measurement and governmental agencies.	Use standard abbreviations when given words for days of the week/months of the year.
Punctuation	Demonstrate correct use of punctuation.	Use a semi-colon in place of a coordinating conjunction between main clauses. Use the semi-colon, colon, dash, and hypen to link words, phrases and clauses. Use the colon in various writing (e.g., salutation of a business letter; writing the time, volume, page number of a periodical); after such words as "the following" or "as follows". Use the hyphen in compound numbers (e.g., twenty-one, twenty-nine); to connect the syllables of a word that is divided at the end of a line.

TOPIC/CONCEPT	LEARNING OUTCOME	SAMPLE LEARNING OBJECTIVE
	The Learner will be able to:	The Learner will:
WRITING Mechanics Punctuation-cont.		Divide words correctly using the hyphen between syllables at the end of a line. Use hyphens appropriately in his or her writing. Identify exclamation sentence as one preceeding an exclamation mark. Use exclamations in direct quote, by placing it inside the quotation marks. Use commas after the salutation of a friendly letter and after the complimentary closing of a letter. Use commas to separate items in a series or the short main clauses in a series. Use a comma before the words and, but, or, nor, for, and yet when they join main clauses. Use commas to set off expressions which interrupt the sentence; words in direct address; the words well, yes, no, and oh when used at the beginning of a sentence; items in dates and addresses; appositives.

TOPIC/CONCEPT	LEARNING OUTCOME The Learner will be able to:	SAMPLE LEARNING OBJECTIVE The Learner will:
WRITING Mechanics Punctuation-cont.		Identify and use quotation marks which enclose a direct quotation. Use an ellipsis (three periods) to indicate omissions in writing. Distinguish when to use the apostophe for plural nouns ending in s, and for plural nouns not ending in s, to form the plural of letters, numbers, symbols, and words, for the words indicating units of time, such as minute, hour, day, when used as a possesive adjective.

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TOPIC/CONCEPT	LEARNING OUTCOME	SAMPLE LEARNING OBJECTIVE
	The Learner will be able to:	The Learner will:
WRITING Mechanics Punctuation-cont.	Demonstrate correct use of capitalization.	Identify and capitalize the following correctly: . the first word in a sentence . the first word in a direct quotation . the pronoun I . the salutation of a letter . the first word of a closing of a letter . the titles of specific courses . the first word in a line of poetry . cities/states/countries . rivers, oceans/canals/continents . holidays/streets/schools . political/racial/religious groups . topic and subtopic in outlines

TOPIC/CONCEPT	LEARNING OUTCOME	SAMPLE LEARNING OBJECTIVE
	The Learner will be able to:	The Learner will:
STUDY SKILLS General	Select and use appropriate reference works for a specific use.	
		Locate words and topics in a dictionary, glossary, card catalogue, an index, encyclopedia, and other reference sources.
		Use non-print media.
		Use a thesaurus.
	Use the appropriate reference for locating recent information.	
		Use periodicals and newspapers to locate specified information.
		Use other printed materials (encyclopedia, atlas, almanacs).
		Identify and use school library resources.
		Identify and use community resources.
	Use charts, maps, and graphs to locate specific information.	
		Use and interpret information from headnotes and footnotes.

TOPIC/CONCEPT	LEARNING OUTCOME	SAMPLE LEARNING OBJECTIVE
	The Learner will be able to:	The Learner will:
STUDY SKILLS General-cont.		Use bibliographies as guides to locating information.
		Name the parts of a book.
		Identify categories of reference works.
Library and Information Retrieval Skills	Use the library for study, research and pleasure.	
		Use the appropriate procedure for checking books and materials in and out of the library.
		Use the general organization of a library to locate desired information.
		Use a card or microfilm catalog by subject, title and author to locate all the learning resources (print and non-print) available in the library.

TOPIC/CONCEPT	LEARNING OUTCOME	SAMPLE LEARNING OBJECTIVE
	The Learner will be able to:	The Learner will:
STUDY SKILLS Library and Information Retrieval Skills -cont.		Identify the basic information on the card catalog: . author's name . publisher and year of publication . call number . title . collation: number of pages, illustrations, indexes, bibliographies, size . a brief summary of the contents, title entry, and subject entries Use various indexes and files to locate information. Use instructional materials, other than assigned texts, available in the library. List what learning resources are available beyond the classroom (e.g., the building library, local bookstores, public library, special libraries).
Dictionaries	Use dictionary guides and supplements to locate information.	Explain the function of the "Guide to the Dictionary" and the special supplements.

TOPIC/CONCEPT	LEARNING OUTCOME	SAMPLE LEARNING OBJECTIVE
STUDY SKILLS Dictionaries-cont.	The Learner will be able to:	The Learner will:
		Select the particular type of dictionary designed to serve his/her specific needs.
		Find synonyms, antonyms, and derivatives of a word in a thesaurus.
		Locate the list of abbreviations used in specific dictionaries.
		Locate words in a dictionary by utilizing guide words and alphabetical order.
		Identify syllabication in a dictionary.
		Locate other definitions and synonyms of a word by using cross references.
		Distinguish the accent mark (stress) indicating the syllable of primary stress from the accent mark indicating the syllable of secondary stress.
		Use the phonetic spelling, diacritical marks, and accent marks to pronounce words.
		Use dictionaries without assistance to help him/her spell words correctly.

TOPIC/CONCEPT	LEARNING OUTCOME	SAMPLE LEARNING OBJECTIVE
	The Learner will be able to:	The Learner will:
STUDY SKILLS Encyclopedias	Make appropriate use of an encyclopedia for a specific purpose.	Use the index or study guide to locate needed information in an encyclopedia. Use the cross references of an encyclopedia. Use a variety of encyclopedias for studying a given topic or procedure.

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TOPIC/CONCEPT	LEARNING OUTCOME The Learner will understand that:	SAMPLE LEARNING OBJECTIVE The Learner will:
ORAL COMMUNICATION Listening	A positive attitude toward the speaker and the topic will make listening more productive.	Discuss the appropriate behavior and attitude to display when listening to a speaker.
	There are a range of purposes for listening: - courtesy (e.g., conversations) - information (e.g., lectures, reports, news broadcasts, directions, announcements) - ideas (e.g., lectures, discussions, group talk) - enjoyment (e.g., plays, stories, poems, entertainment on screen, stage, radio, or T.V.)	Identify a variety of purposes for listening. For each identified purpose, give examples of a variety of listening situations. Role play a conversation, group meeting and a discussion to identify common elements in listening situations.
	Listening requires attending to specific types of information.	

TOPIC/CONCEPT	LEARNING OUTCOME The Learner will understand that:	SAMPLE LEARNING OBJECTIVE The Learner will:
ORAL COMMUNICATION Listening-cont.		Identify types of information one can obtain from listening to a presentation, e.g. instructions, main ideas, supporting details.
		Select from a speech the particular information he/she wants or needs.
		After listening to a presentation, summarize the main idea(s), supporting ideas and supporting details.
	There are "barriers of interference" to listening (e.g., distracting noises, inaccurate word choice, prejudgment).	
		Identify distracting noises, inaccurate word choices and statements of prejudice in speeches given by classmates and in recordings of speeches.

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TOPIC/CONCEPT	LEARNING OUTCOME The Learner will understand that:	SAMPLE LEARNING OBJECTIVE The Learner will:
ORAL COMMUNICATION Listening-cont.	There are appropriate ways to respond to speakers.	Demonstrate how to give feedback to the speaker. Clearly state the information she/he would like from or contribute to a speaker.
	Speech has phrases and sentences with rhythm, balance, imagery, etc.	Distinguish variations of sound in pitch, volume, or distance.
	He/she can structure the recall of an experience in order to select appropriate information or ideas (e.g., note taking, photos, outlines).	

TOPIC/CONCEPT	LEARNING OUTCOME The Learner will understand that:	SAMPLE LEARNING OBJECTIVE The Learner will:
ORAL COMMUNICATION		
Listening-cont.		Use notes, outlines or pictorial representations and recount the main ideas and information from a history experience.
Speaking General	Communication depends upon speaking distinctly with adequate rate and volume, modulation, pitch, phrasing and stress for the words to be understood.	Explain why size of audience requires different rates and volume of speaking. Articulate sounds and words clearly to achieve intelligible speech. Use pitch, modulation, and volume effectively when speaking.

TOPIC/CONCEPT	LEARNING OUTCOME The Learner will understand that:	SAMPLE LEARNING OBJECTIVE The Learner will:
ORAL COMMUNICATION		
Speaking General-cont.		Use phrasing, cadence, and stress in emphasizing ideas, mood and tone to an audience.
	Speaking situations vary in degree of appropriate formality/informality.	
		Use appropriate formality of language when speaking in different situations.
	The use and control of his/her body during an oral presentation influences the effectiveness of the communication.	
		Maintain good posture in sitting, standing and walking during a speech.
		Discuss ways in which "body language" affects communication.
Interviews	The elements of a productive interview can be planned and anticipated.	

TOPIC/CONCEPT	LEARNING OUTCOME The Learner will understand that:	SAMPLE LEARNING OBJECTIVE The Learner will:
ORAL COMMUNICATION		
Interviews-cont.		Identify various interview purposes such as surveying, gathering information in research, preparing for an article, or presenting it publicly (as in television).
Speaking General	There are courtesies common to an interview: - explaining the purpose - phrasing questions tactfully - thanking the participants	Role play an interview to demonstrate the responsibilities of the courteous interviewee and interviewer.
Speeches	There are different purposes for each of the classifications of speeches: informative, persuasive, entertaining, inspirational.	Identify a demonstration speech where "how to" do something is explained, usually with visual aids. Identify speeches for special occasions.

TOPIC/CONCEPT	LEARNING OUTCOME The Learner will understand that:	SAMPLE LEARNING OBJECTIVE The Learner will:
ORAL COMMUNICATION		
Speeches-cont.	The main ideas of a speech classify a body of related details.	Classify and organize facts, ideas, or arguments in speaking in such a way that will facilitate audience understanding and retention. Connect ideas when she/he speaks, as in showing comparison and contrast or cause and effect.

TOPIC/CONCEPT	LEARNING OUTCOME The Learner will understand that:	SAMPLE LEARNING OBJECTIVE The Learner will:
ORAL COMMUNICATION Speeches-cont.	Most speeches have an introduction, body, and conclusion.	Identify devices for beginning a speech including: - a reference to the subject or occasion - a rhetorical question - a startling statement - a quotation - an anecdote or illustration. Demonstrate the methods frequently used to end a speech including: - challenge or appeal - summary - quotation - illustration. Integrate the introduction and conclusion smoothly into the fabric of the speech.

TOPIC/CONCEPT	LEARNING OUTCOME The Learner understands that:	SAMPLE LEARNING OBJECTIVE The Learner will:
ORAL COMMUNICATION		
Speeches-cont.		Give a "one-point speech" stating the idea, presenting supporting details, and restating the idea relating it to the details.
	There are different methods of delivering speeches.	
		Indicate that a speech may be impromptu, extemporaneous, memorized, read from a manuscript, or a combination of these.
		Illustrate the steps in practicing an extemporaneous speech: learning the outline, studying the sequence of ideas, memorizing opening and closing statements.
Spoken Literature	There are skills to assist him/her during oral reading.	
		Use punctuation to aid him/her in pausing appropriately.

TOPIC/CONCEPT	LEARNING OUTCOME The Learner will understand that:	SAMPLE LEARNING OBJECTIVE The Learner will:
ORAL COMMUNICATION		
Spoken Literature-cont.		Use stress and structure appropriately.
		Use voice inflection appropriately for type of sentence (e.g., question or exclamation).
		Enunciate clearly.
		Read a selection fluently with expression.
		Focus eyes ahead to anticipate what he or she will be reading aloud.
Forms (Group Talk)	Face-to-face communication involves interaction between speaker and listener, including eye contact, nonverbal expressions, responses.	
		Demonstrate effective use of eye contact, nonverbal expression, and adjustment of rate, pace and volume in face-to-face communication.
Reading as a Tool/ Skill		
Decoding	Phonics principles assist in pronouncing unfamiliar words.	
		Use consonant or vowel diagraphs to pronounce unfamiliar words.
		Use phonics rules in sounding unfamiliar dipthongs to pronounce unfamiliar words.

TOPIC/CONCEPT	LEARNING OUTCOME The Learner will understand that:	SAMPLE LEARNING OBJECTIVE The Learner will:
READING		
Reading as a Tool/ Skill		
Decoding		Recognize final, medial and initial consonant sounds in unfamiliar words. Pronounce words which have silent consonants appropriately. Use vowel sounds to determine the number of syllables a multi-syllable word contains.
Concept Formation/ Classifying	Ideas are classified according to commonalities of subject, time, place, mood, character, classes, subclasses, and categories of fact, inference, and judgment.	Classify experiences of story characters in terms of their emotional effect. Classify differences and similarities in story setting, characters, events, or specific content. Classify concrete and representational objects and figures according to their differences and similarities.

TOPIC/CONCEPT	LEARNING OUTCOME The Learner will undestand that	SAMPLE LEARNING OBJECTIVE The Learner will:
READING		
Concept Formation/ Classifying-cont.		Classify statements as fact, inference, or value judgment.
	Objects or characters can be ordered according to their appearance in a story.	
		Provide a logical portion to a group story.
		Identify missing parts of a story.
Perception Concepts	A person's perception is relative rather than absolute.	
		Understand that people experience things differently.
		Give an example of an established assumption that can make one miss the clues that lead to discovery.

TOPIC/CONCEPT	LEARNING OUTCOME The Learner will understand:	SAMPLE LEARNING OBJECTIVE The Learner will:
READING		
Perception Concepts		Point out where a change in perception meant reversing one's assumptions about a situation.
Structural Analysis	The skills of structural analysis are used to decode unknown words.	
		Recognize root, or base words, and word endings.
		Recognize word endings.
		Decode compound words.
		Use basic principles for dividing words into syllables to assist in pronunciation and determination of meaning.
		Reduce words to their common contractions.
		Make compound words from a combination of two or more words.
Vocabulary (General)	Contextual clues assist one to learn new vocabulary words.	
		Interpret the meaning of a word from the way it is used in a sentence.
		Combine structural and phonics rules with context clues to determine the meaning of unfamiliar words.

TOPIC/CONCEPT	LEARNING OUTCOME The Learner will understand that:	SAMPLE LEARNING OBJECTIVE The Learner will:
READING Vocabulary (General) -cont.		Alter literal meanings derived from context with meaning changes due to intonation, stress, pitch, and juncture.
	The position of elements in a sentence or paragraph may indicate emphasis.	Use key words and phrases to answer questions such as who, what, when, where, how, and why.
Homonyms, Synonyms, Antonyms, Acronyms	Synonyms, homonyms, and antonyms of words increase vocabulary and make meanings more precise.	Generate lists of homonyms and antonyms for given words. State antonyms for words found in reading passages. Generate synonyms for words found in reading passages.

TOPIC/CONCEPT	LEARNING OUTCOME The Learner will understand that:	SAMPLE LEARNING OBJECTIVE The Learner will:
READING Homonyms, Synonyms, Antonyms, Acronyms -cont.		Based on denotation and connotation, evaluate the appropriateness of using synonyms for words.
	An acronym is a word formed from the first letter or letters of several words.	
		Interpret commonly used acronyms.
		Provide appropriate acronyms for a grouping of words.
	A malapropism is a word that sounds somewhat like the one intended.	
		Recognize malapropisms and supply the correct words.
Analogies	An analogical relationship is one in which dissimilar things are shown to be related in some common ways.	
		Interpret the appropriateness of analogical relationships by determining the valid point(s) of comparison.

TOPIC/CONCEPT	LEARNING OUTCOME The Learner will understand that:	SAMPLE LEARNING OBJECTIVE The Learner will:
READING Analogies-cont.		Make analogies between new vocabulary words and familiar words, thus defining a new words. Supply the meaning of a word through the use of one of the following types of analogies: purpose, relationship, cause and effect, part-whole, part-part, action-object, object-action.
Roots, Affixes, Compounds	The meaning of roots, affixes and compounds is an aid in defining new words.	Use root words to help determine word meaning. Use affixes to change the meaning and/or function of a word. Analyze affixes to help determine word meanings and functions.

TOPIC/CONCEPT	LEARNING OUTCOME The Learner will understand that:	SAMPLE LEARNING OBJECTIVE The Learner will:
READING Roots, Affixes, Compounds-cont.		Recognize prefixes with Latin and Greek derivation (e.g., ex-, sub-, pro-). Develop compound words from two or more words. Use the parts of compound words to understand their meanings.
Comprehension	There is an interrelationship between the author's purpose, organization, and presentation of main ideas and details.	Relate supporting details to the main ideas in written material. Select details related to characters, setting, and events. Determine the relationships of ideas and details in written material.

TOPIC/CONCEPT	LEARNING OUTCOME	SAMPLE LEARNING OBJECTIVE
	The Learner will understand that:	The Learner will:
READING Comprehension-cont.		
		Extend a sequence of ideas, facts, or details presented in written material by providing additional related examples of his/her own.
	There are keys to use in following written directions.	
		Recognize the key words in written directions.
		Follow directions which have progressive degrees of complexity.
		Follow from memory, directions which were read.
		Use logical order in carrying out directions.
	It is important to recognize the main idea of a reading selection.	
		Use the title of a work as a clue for determining the theme or dominant mood.
		Locate a topic sentence as an aid in determining the main idea of a paragraph.

TOPIC/CONCEPT	LEARNING OUTCOME The Learner will understand that:	SAMPLE LEARNING OBJECTIVE The Learner will:
READING Comprehension-cont.		Skim read a selection for main ideas, general format, organization, and style preliminary to an in-depth reading.
	There are modes of sequence in reading (e.g., logical, spatial, chronological, importance, cause and effect).	
		Order the facts of written material in terms of their importance.
		Explain how sequential development orders similar events.
	There are different methods for summarizing and synthesizing.	Construct an outline that accurately represents the content of written material.
		Summarize the idea of a paragraph in a brief statement.
		Group ideas in a story around several main ideas.

TOPIC/CONCEPT	LEARNING OUTCOME The Learner will understand that:	SAMPLE LEARNING OBJECTIVE The Learner will:
READING Comprehension-cont.		
	Predictions aid in comprehension.	
		Predict the story outcome from preliminary events presented.
		Make predictions as to the story events, characters, or outcome from the title given.
Interpretation	A writer's bias may be reflected in the content of written material.	
		Select textual evidence to support what he/she believes to be an author's attitude toward a subject.
		Assess the validity of material on the basis of: - author's background. - significance of publication date. - reasonableness of conflicting statements of other authors.

TOPIC/CONCEPT	LEARNING OUTCOME The Learner will understand that:	SAMPLE LEARNING OBJECTIVE The Learner will:
READING Interpretation-cont.	Certain materials contain innuendo and satire.	Interpret materials which contain innuendo and satire.
	Interpreting the writer's underlying assumptions is important to understanding.	Interpret the techniques which advertisers use to create favorable attitudes toward their product and persuade customers to buy. Infer attitudes that are implied from information that is stated in T.V., billboard, and magazine advertising. Infer meanings and attitudes that are deliberately left unstated by the author.

TOPIC/CONCEPT	LEARNING OUTCOME The Learner will understand that:	SAMPLE LEARNING OBJECTIVE The Learner will:
READING Journalism	There are specific elements useful in reading newspapers and journals.	Identify and discuss the major elements of a news article.
		Identify the intended audience of a news article.
		Identify connotative language employed in a news article or editorial.
		Identify the purpose of editorials.
	Editorials are a significant vehicle for determining the point of view of a newspaper or journal.	Compare and contrast editorials exemplifying different purposes (e.g. persuade, inform, amuse, interpret).
		Identify faulty logic and bias in editorial writing (both in print and on television).

TOPIC/CONCEPT	LEARNING OUTCOME The Learner will understand that:	SAMPLE LEARNING OBJECTIVE The Learner will:
READING Journalism-cont.		Identify the author's point of view in an editorial. Interpret political (satirical) cartoons and identify the purpose and audience intended.
Literature Classification	Literary composition is classified by distinct classes or categories.	Distinguish between works of fiction and nonfiction. Explain how works such as historical novels and occasional poems contain both fiction and nonfiction.
Meaning	Meaning in literature depends upon the author's ideas and intent, the author's effectiveness with structure and language, and the reader's interpretive skills, knowledge, and experience.	Point out works of literature that have no easily defined meaning, such as stories to enjoy or as experiments in language.

TOPIC/CONCEPT	LEARNING OUTCOME The Learner will understand that:	SAMPLE LEARNING OBJECTIVE The Learner will:
READING Literature Meaning-cont.		Use printing conventions such as quotation marks, capitalization, bold face, spacing, and italics in interpreting literary works.
Analysis	A literary work can be described by its parts and their relationship (theme, structure, form, language).	Point out the major ideas about character, plot, and events in a literary text. Explain the cause/effect relationships in the actions of a literary text. Point out the rising action, climax, and resolution of the main plot, and the relationships of the subplots to the main plot. Identify the items that are compared in a metaphor or simile, interpret the meaning resulting from this comparison, and discover the relationship of this meaning to a larger context.

TOPIC/CONCEPT	LEARNING OUTCOME The Learner will understand that:	SAMPLE LEARNING OBJECTIVE The Learner will:
READING Literature Analysis-cont.		Explain how all of literature is related in different ways (e.g, theme, structure, form, language).
	The meaning and tone of a literary piece is influenced by the devices a writer selects.	Relate a pun to the effect intended by the author. Relate hyperbole to its serious or comic effect. Relate the author's use of suspense and foreshadowing in creating tension that contributes to the reader's interest. Relate an epigram to a witty or surprising effect.
	Style is the characteristic use of language by a writer.	Identify formal and informal styles in given literary selections.

TOPIC/CONCEPT	LEARNING OUTCOME The Learner will understand that:	SAMPLE LEARNING OBJECTIVE The Learner will:
READING Literature Use and Choice of Language-cont. Figurative Language	Figurative speech is found in all verbal structures, spoken and written.	Point out common idioms/ads which are figures of speech. Devise a figure of speech to convey the full meaning of insight.
	Figurative language, symbols, and images are interrelated with, and part of, the meaning.	Identify the following major types of figurative language in selected readings: metaphor, simile, personification, and hyperbole. Identify an epigram as a terse, pointed statement which ends with a surprising or witty turn of thought.

TOPIC/CONCEPT	LEARNING OUTCOME The Learner will understand that:	SAMPLE LEARNING OBJECTIVE The Learner will:
READING		
Tone	Tone is the writer's attitude toward his/her subject and audience.	
		Identify the tone of a selected reading, i.e., ironic, serious, objective, alienated, solemn, sportive, satirical, tragic, sentimental, etc.
	Irony is a mode of speech in which the intended meaning is opposite to that which is literally expressed.	
		Explain the irony in selected short readings.
Setting	Setting is time and place--time in history, season of the year, geographic place, particular circumstances of the environment, and the cultural milieu.	
		Point out the setting of a selected literary work.
Mood	Mood is the generalized feeling which the setting, tone, and action, evoke from the reader.	
		Explain the ways in which an author creates mood.

TOPIC/CONCEPT	LEARNING OUTCOME The Learner will understand that:	SAMPLE LEARNING OBJECTIVE The Learner will:
READING		
Literature		
Characterization	Characters provide the means by which a writer expresses meaning (e.g., point of view, conflict, language, theme, etc.)	
		Analyze a character through what she/he says and does, what other characters say about her/him how they interact with him/her, and what the narrator tells the reader about her/him.
		Identify personality characteristics that can be attributed to characters in stories.
		Identify protagonists, antagonists, and character foils.
Characterization	Whenever a character in literature speaks, he or she may reveal some or all of the following: - historical era - geopgraphic origin - sex and age - education - socio-economic status - values.	
		When given a piece of literature identify the character according to specific personal attributes.

TOPIC/CONCEPT	LEARNING OUTCOME The Learner will understand that:	SAMPLE LEARNING OBJECTIVE The Learner will:
READING		
Literature		
Point of View	The narrator (implied author) may or may not be a character in the literary work.	
		Identify the narrator in the story, first person or third person.
Literary Forms	Types of literature generally differ in: - length - use of prose or verse - use of written and oral language - structure	
		Explain the difference between fiction and nonfiction.
		Identify the elements of a short story.
		Describe the characteristics of a poem.
		Define the terminology needed to analyze novels and short stories: plot, character, theme, setting, tone, atmosphere, point of view, fiction, nonfiction, allusion, symbol, etc.

TOPIC/CONCEPT	LEARNING OUTCOME The Learner will understand that:	SAMPLE LEARNING OBJECTIVE The Learner will:
READING Literature-cont. Title of Book	A book title may serve several functions.	Given a book title conjecture about the main ideas or theme of the work. Provide a title for a work based on the main idea, which would arouse the curiosity of others and establish a mood.
Interrelationships of Literature, Society, and the Individual	People of various cultures often express identical emotions and universal concerns in their literature.	Point out how a writer may present his/her ethical values by portraying a lifestyle that is opposed to those values. Identify ethnic and cultural characteristics in stories of people from native cultures or other societies.

TOPIC/CONCEPT	LEARNING OUTCOME The Learner will understand that:	SAMPLE LEARNING OBJECTIVE The Learner will:
READING		
Interrelationships of Literature, Society, and the Individual-cont.	Literature reflects how different groups face many common problems and challenges.	
		Identify stereotypes of Native Americans and Alaskans in selections of American literature.
		Explain how American literature has perpetuated sterotypes of native Americans and Alaskans.
		Identify sex role stereotypes of women in literature.
		Explain why practices that are not acceptable in one culture may be acceptable in another culture using selected readings.
Values and Themes in Literature	Literature reflects conflicts based upon differences in age, attitude, and values.	
		Explain how a person's concern and acceptance of responsibility to his/her fellow person is reflected in selected pieces of literature (e.g. To Kill a Mockingbird).

TOPIC/CONCEPT	LEARNING OUTCOME The Learner will understand that:	SAMPLE LEARNING OBJECTIVE The Learner will:
READING Values and Themes in Literature-cont.		Describe a character who reflects disillusionment when he/she recognizes that his/her view of him/herself, society, or the world is false (e.g., Great Expectations). Point out where loyalty, and individual commitment may result in compromise, rejection, persecution, or martyrdom. Explain how the demonstration of prejudice is evident in a literary work (e.g., a preconceived and unreasonable judgment or opinion, usually an unfavorable one marked by fear, suspicion, intolerance, or hatred such as in To Kill a Mockingbird).
Oral and Written Origins	Primitive man's need to interpret, communicate, and perpetuate experience is expressed in his/her oral experience.	Explain that most groups of people (tribes, nations, cultures, subcultures) have an oral tradition that is unique to them.

TOPIC/CONCEPT	LEARNING OUTCOME The Learner will understand that:	SAMPLE LEARNING OBJECTIVE The Learner will:
READING Values and Themes in Literature-cont.		Report on how early literature first became formalized orally by bards, minstrels, elders and story tellers and later was written down.
		Identify ways the oral literature changes as it is converted to written literature.
	Despite the oral tradition of particular groups, all oral tradition shares common thematic and spiritual characteristics.	
		Compare the thematic and spiritual characteristics of stories from different groups of people.
Literature Movements and Traditions	Literature is a heritage as well as a stimulus for inventive departure and authors utilize ideas, forms, and language of their predecessors.	
		Describe the Greeks contribution to the epic, lyric, comic, and tragic forms.

TOPIC/CONCEPT	LEARNING OUTCOME The Learner will understand that:	SAMPLE LEARNING OBJECTIVE The Learner will:
READING Literature Movements and Traditions-cont.		
	Myths provide imaginative patterns for understanding man/woman and the universe as they portray humanity's deepest instincts and needs.	
		Explain that myths are usually concerned with the activities of gods and superheroes.
		Describe the characteristics of the quest myth (i.e., man's search for the lost world of perfection).
		Recount the major myths of ancient Greece (e.g., Prometheus, Jason, the Gods).
Folk Tales	Similar folk tales were invented at different times and places by different peoples because people face many of the same challenges.	
		Give literary examples of the major motifs of the folk tale.

TOPIC/CONCEPT	LEARNING OUTCOME The Learner will understand that:	SAMPLE LEARNING OBJECTIVE The Learner will:
READING		
Literature		
Fables and Parables	Animal stories may fall into distinctive groups: animals talking as humans, animals as animals that talk, and animals realistically portrayed as animals.	
		Give literary examples of each type of animal story (e.g., Animal Farm).
	Fables are a part of American literature.	
		Give literary examples of commonly read fables (e.g., Thurber, Sandburg, Lear).
Legends and Tall Tales	A legend is a story or collection of stories handed down through oral tradition and popularly regarded as history.	
		Give literary examples of legends (e.g., King Arthur and the Knights of the Round Table).
		Point out how the tall tale builds upon the exploits of a hero (e.g., exaggeration of his/her size, endurance, actions, speech, and importance).

TOPIC/CONCEPT	LEARNING OUTCOME	SAMPLE LEARNING OBJECTIVE
	The Learner will understand that:	The Learner will:
READING		
Literature		
Short Stories	Short stories deal with characters and plot in a concise manner which often involves suspense and surprise.	
		Explain the language, details, characterization, and setting of a short story.
	The short story generally has one story line.	
		Point out the one story line of a short story.
Biographies	A biography is the history of an individual's life which provides a particular perspective on the individual's personality, milieu, work, etc.	
		Use biographies to gain information and insight into an individual's life or period in history.
	An autobiography is written by the subject him/herself in a "public voice".	

TOPIC/CONCEPT	LEARNING OUTCOME The Learner will understand that:	SAMPLE LEARNING OBJECTIVE The Learner will:
READING		
Literature		
Biographies		Write an autobiography for the class as an audience using a "public voice." Point out the difference between a diary, a journal, and an autobiography for the public audience.
Essays	The informal essay is a brief prose work in which the author assumes an equal level of competence with the reader and employs a relaxed, humorous, and often whimsical tone.	Classify an informal essay according to the author's purpose: descriptive, humorous, critical, satirical, persuasive, instructive, reflective. Identify the first person pronoun form in an informal essay/T.V. commentary.
	The formal essay is a brief prose work in which the author writes as an authority on a subject, presents arguments in an orderly and systematic fashion, and employs a dignified and impersonal tone.	Distinguish between formal and informal essays and give examples of each.

TOPIC/CONCEPT	LEARNING OUTCOME The Learner will understand that:	SAMPLE LEARNING OBJECTIVE The Learner will:
READING Literature Poetry	A poem is unique, possessing a logic of its own; it must be interpreted on its own terms rather than relying upon rigid, unchanging rules of explication.	Provide "everyday" themes which could be potential subject matter (theme) for a poem. Identify irony and paradox in a poem. Select pop music lyrics which represent contemporary poetic expression.
	A folk ballad tells a story through dialogue and action, and frequently uses the stanza form, refrain, and stock descriptive phrases.	Give examples of folk ballads. Point out story vs. refrains and stock description phrases.

TOPIC/CONCEPT	LEARNING OUTCOME The Learner will understand that:	SAMPLE LEARNING OBJECTIVE The Learner will:
READING Literature Poetry-cont.	Haiku is a major form of Japanese verse which has seventeen syllables, employs highly evocative allusions and comparisons, and creates a single image.	
		Distinquish between a folk ballad and haiku.
	A limerick is a nonsense poem of five lines with a metrical foot consisting of two short syllables followed by a long one, or two unaccented syllables.	
		Distinquish between a folk ballad, literary ballad, haiku, and limerick.
	Blank verse is unrhymed.	
		Point out unrhymed verse given a series of poems.
	The narrative is a poem that tells a story and thus has the characteristics of a story.	
		Give an example of a narrative poem.
Science Fiction/ Mystery	Valid scientific principles are often utilized in science fiction writing.	

TOPIC/CONCEPT	LEARNING OUTCOME The Learner will understand that:	SAMPLE LEARNING OBJECTIVE The Learner will:
READING Literature Science Fiction/ Mystery-cont.		Identify scientific principles in selected science fiction.
	Science fiction is often used as a vehicle for social criticism and satire.	
		Identify what a science fiction writer is criticizing or satirizing.
		Point out how a writer can extrapolate a future state from existing conditions.
	There are common devices used by mystery writers.	
		Point out the devices mystery writers use (e.g., deductive reasoning, suspense, surprise endings, reader participation, etc.)
Criticism	A set of criteria is used in evaluating the worth of a literary text.	

TOPIC/CONCEPT	LEARNING OUTCOME The Learner will understand that:	SAMPLE LEARNING OBJECTIVE The Learner will:
READING Literature Criticism-cont.		Evaluate the worth and effectiveness of a literary text on the basis of any of the following elements: plausibility, potential for meaningful interpretation, moral stance, writer's intention, emotional effect.
Film	Rendering experience into moving images is the main function of film.	Identify how film communicates by images and sounds.
	Film provides an opportunity to examine his/her beliefs and feelings.	Provide a response to the viewing of a film which indicates his/her belief and feelings.
	Film reveals culturally produced blind spots (e.g., prejudices, attitudes, standards, customs, moves).	Identify stereotypes and cultural prejudices as portrayed in certain films.

TOPIC/CONCEPT	LEARNING OUTCOME The Learner will understand that:	SAMPLE LEARNING OBJECTIVE The Learner will:
READING Literature Film-cont.	There are elements common to film and literature.	Identifiy and discuss the elements common to film and literature, including mood, plot, character, etc.
	There are sources of film reviews.	Locate and discuss film reviews (newspapers, magazines).
Television	Television shapes and is shaped by society.	Select different television shows/series and discuss the ways their material (e.g., character, plot, theme) is influenced by society and how they may in turn influence society.

LANGUAGE ARTS
UPPER GRADES 7-8

TOPIC/CONCEPT	LEARNING OUTCOME The Learner will understand that:	SAMPLE LEARNING OBJECTIVE The Learner will:
READING Literature Television		Identify the ways that television is used to persuade the viewer, both politically and commercially. Explain how television can protect democratic ideals by freely circulating ideas and opinions. Point out techniques of propaganda and persuasion that are widely used on television.

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TOPIC/CONCEPT	LEARNING OUTCOME	SAMPLE LEARNING OBJECTIVE
	The Learner will understand that:	The Learner will:
WRITING Purpose	Writing is used to accomplish a variety of purposes: to inform, persuade, explain and entertain.	
		Identify, discuss, and give examples of a variety of purposes for writing, e.g.: . to inform . to explain . to entertain . to persuade
	Writing can help a writer clarify feelings and ideas for which there may be no intended audience for the writing.	
		Write a paragraph to clarify an idea or feeling regarding a topic under discussion.
	The choices the writer makes are contingent upon his/her purpose and audience.	
		Write a paragraph or essay to clarify a position on a topic for the same purpose but different audience.
		Generate material for his/her topic by reading, by thinking creatively and analytically, by observing and by talking with others.
Process	There is a difference between primary and secondary sources of information.	

TOPIC/CONCEPT	LEARNING OUTCOME The Learner will understand that:	SAMPLE LEARNING OBJECTIVE The Learner will:
WRITING Process-cont.		Survey materials for possible sources of information on a given topic.
		Write a paragraph/essay based upon his/her own experience.
		Write a paragraph of a story after hearing it told by several people.
	There are different skills used in the writing process (e.g., generate ideas, compose a draft, revise, and edit).	
		Write a report of a science demonstration/ experiment using only primary sources.
		Write a report for social studies using only secondary sources.
		Describe and demonstrate major tasks in the writing process, including pre-writing, clarifying, rough drafting, responding, revising, editing, and publishing.

TOPIC/CONCEPT	LEARNING OUTCOME The Learner will understand that:	SAMPLE LEARNING OBJECTIVE The Learner will:
WRITING Process-cont.		Draft, revise, and edit a paper or report making use of a word processing program on a computer.
Development	The structure of the composition is influenced by the subject, purpose and audience.	Select and pattern sentences and paragraphs according to the overall structure and purpose of his/her composition. Organize his/her material in a logical sequence as determined by the subject, purpose, and audience.
	There are different methods of development in his/her writing.	Support his/her generalizations with relevant facts and data. Use illustration and classification to develop a theme. Use definition identification to develop a theme. Develop a theme by ordering events chronologically, from past to present, present to past, past to future, or present to future.

TOPIC/CONCEPT	LEARNING OUTCOME The Learner will understand that:	SAMPLE LEARNING OBJECTIVE The Learner will:
WRITING		
Development-cont.	Sentences require appropriate syntax and grammar.	Identify and correct inappropriate sentence structure, e.g., run-on sentences, sentence fragments, faulty tense changes, nonagreement, nonparallel construction.
Paragraphs	Paragraphs combine elements of description, narration, exposition, and argumentation.	Write a paragraph using description, narration, exposition or argumentation. Write a paragraph using a topic sentence which is supported by the other sentences in the paragraph.
Style	Style involves language choices at the level of words and sentences.	Write in formal and informal language to meet the requirements of the situation.

TOPIC/CONCEPT	LEARNING OUTCOME The Learner will understand that:	SAMPLE LEARNING OBJECTIVE The Learner is able to:
WRITING		
Tone and Mood	Mood is the generalized feeling that the setting, tone, and action evoke from the reader.	
		Write a story to create an intended mood.
Point of View	Point of view can be expressed through first person or third person.	
		Write a story/paragraph in first person, then in third person. Contrast the differences.
Figures of Speech	Figures of speech illustrate an insight into experiences (metaphors, similies, personification, and epigrams)	
		Use original expressions in his/her writing.
		Use metaphors and similes to enrich his/her writing with meaningful comparisons.
		Personify an inanimate object or an abstract concept in his/her writing by ascribing human attributes, powers, or feelings.
		Provide an epigram for a story.

TOPIC/CONCEPT	LEARNING OUTCOME The Learner will understand that:	SAMPLE LEARNING OBJECTIVE The Learner will:
WRITING Rhetorical Form Exposition	An expository essay presents his/her ideas and arguments on a subject.	Write an expository paper which develops an idea, defines an opinion, or interprets a literary work. Use information to support central ideas in an expository paper. Write a comparison and/or contrast exposition showing similarities and/or differences of objects, people, places, and events in size, shape, time, function, age. Write a paper on a process: One which describes in detail the characteristics and functions of the stages or steps. Use expository techniques in answering essay questions, being aware of special considerations of preparation and time limitations.
Description	Writing descriptively uses details and images to create a unity of impression.	Use personal observation to provide authentic details for descriptive writing.

TOPIC/CONCEPT	LEARNING OUTCOME The Learner will understand that:	SAMPLE LEARNING OBJECTIVE The Learner will:
WRITING Description-cont.		Combine objective description with the subjective experience of the observation.
Persuasion	In effective persuasive writing the writer must be particularly aware of the honesty and authority of the writing voice and the particular needs and points of views of the audience.	Write letters to newspapers, businesses, and political figures for a variety of purposes.
Narration	A narrative tells a story.	Use narratives as parts of other forms of writing. Capture reader interest by using suspense and by portraying human traits in a story.

TOPIC/CONCEPT	LEARNING OUTCOME The Learner will understand that:	SAMPLE LEARNING OBJECTIVE The Learner will:
WRITING Rhetorical Form-cont. Narration-cont.	Dialogue is a highly conventionalized form of what people actually say.	Write dialogue that is acceptable as an adequate representation of natural speech.
Reports	Report writing requires focus upon a specific topic.	Write a report that focuses upon a specific topic, is unified in thought, and accurate in information.
Summaries	A summary includes the major ideas of a text and indicates the framework and substance of the argument.	Write a summary of appropriate length for particular purposes.
The Short Story	Short stories deal with characters and plot in a concise manner which often involves suspense and surprise.	Write a short story, incorporating aspects of the Alaskan culture.

TOPIC/CONCEPT	LEARNING OUTCOME The Learner will understand that:	SAMPLE LEARNING OBJECTIVE The Learner will:
WRITING The Short Story -cont.		Write a short story for young children containing the following: . One well-developed character. . Descriptive and narrative paragraphs. . Conflict over ideas. . Concise plot. . Element of suspense and surprise.
	Setting is time and place--time in history, season of the year, geographic place, particular curcumstances of the cultural milieu.	Establish setting in time and place in writing a story by including one or more of the following: . Time in history . Season of the year . Geographic place . Particular circumstances of the environment . Cultural milieu
Drama	Drama is a story which uses narrative and dialogue to develop the action and the characters.	Write a one-act play using dialogue to develop character, plot and theme.

LANGUAGE ARTS
UPPER GRADES 7-8

TOPIC/CONCEPT	LEARNING OUTCOME	SAMPLE LEARNING OBJECTIVE
	The Learner will understand that:	The Learner will:
WRITING		
Fables	Animal stories characterize animals talking as humans, animals talking as animals, or animals objectively stated.	
		Write an animal story which characterizes animals talking as humans, talking as animals or animals objectively stated.
Legends and Tall Tales	Myths and fables often teach universal lessons about people.	
		Write an original myth/fable, and read it to younger students.
	A tall tale uses a hero type person with exaggerated characteristics of size, endurance, actions, speech, or importance.	
		Write a tall tale using a hero type person with exaggerated characteristics of size, endurance, etc.
	Fantasy is characterized by the play of free imagination.	
		Write a fantasy using free imagination to develop preternatural events and characters.

TOPIC/CONCEPT	LEARNING OUTCOME The Learner will understand that:	SAMPLE LEARNING OBJECTIVE The Learner will:
WRITING		
Poetry	Haiku is a major form of Japanese verse which has seventeen syllables, employs highly evocative allusions and comparisons, and creates a single image.	
		Compose haiku poems.
	A folk ballad tells a story through dialogue and action, and frequently uses a stanza form, refrain and stock descriptive phrases.	
		Write a folk ballad.
	A limerick is a nonsense poem of five lines with a metrical beat consisting of two short syllables followed by a long one, or two unaccented syllables.	
		Write a limerick.
	Blank verse is unrhymed.	
		Write a poem using blank verse.
Note-taking and Journal Writing	Note taking and journal writing provide the means to record ideas, information and feelings.	

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TOPIC/CONCEPT	LEARNING OUTCOME The Learner will understand that:	SAMPLE LEARNING OBJECTIVE The Learner will:
WRITING		
Note-taking and Journal Writing -cont.		Keep a journal of his or her ideas, reactions to experience, and responses to books, movies, and issues.
		Take notes from his/her reading and from lectures using mnemonic devices appropriate to the content and his/her purpose.
Research Papers	Writers acknowledge quoted or borrowed material with the proper use of quotation marks, reference to authorities, or a bibliographical list of references.	
		Acknowledge quoted or borrowed ideas with the proper use of quotation marks, reference to authorities, or a bibliographical list of references used.
Business and Social Correspondence	Business letters contain the following parts: Heading, inside address, salutation, body, closing signature, and enclosures.	

TOPIC/CONCEPT	LEARNING OUTCOME The Learner will understand that:	SAMPLE LEARNING OBJECTIVE The Learner will:
WRITING Business and Social Correspondence -cont.		Write business letters that are concise, strategic, and courteous. Write business letters which contain the proper parts of a letter for any of the following: . Application . Complaint . Congratulations . Request . Introduction . Acknowledgement . Order . Inquiry . Transmittal . Claim
	Social letters use the appropriate form: headings, greeting, body, closing, and signature.	Write social letters using a heading, greeting, body, closing and signature for the following: . Thank you notes. . Responses to invitations.

TOPIC/CONCEPT	LEARNING OUTCOME The Learner will understand that:	SAMPLE LEARNING OBJECTIVE The Learner will:
WRITING Journalistic Writing	A newspaper article contains: . The five w's . The inverted pyramid form . No statements of personal opinion . Identification of source(s) . Paragraphs independent of the others in the article to allow cutting when necessary.	Write sports and news articles and human interest (feature) stories using the main principles of newspaper writing. Write captions for photographs and illustrations which give appropriate information within the constraints of allotted space.
Mechanics of Writing Handwriting	Writing forms should be appropriate to the writing task.	Select and use a writing form (manuscript or cursive) appropriate to his/her writing tasks.

TOPIC/CONCEPT	LEARNING OUTCOME	SAMPLE LEARNING OBJECTIVE
	The Learner will understand that:	The Learner will:
WRITING		
Spelling	The spelling of certain words follow standard rules while many words in English are unique as to spelling.	
		Spell words correctly which follow certain spelling rules as well as those which are unique.
Abbreviations	Acronyms are abbreviations formed from the first letter or first few letters of several words, (e.g., NATO: North Atlantic Treaty Organization.)	
		Write the correct acronyms for titles.
	There are standard abbreviations for certain common words and phrases.	
		Define the following abbreviations: i.e., e.g., etc., p., &.

TOPIC/CONCEPT	LEARNING OUTCOME The Learner will understand that:	SAMPLE LEARNING OBJECTIVE The Learner will:
WRITING Mechanics of Writing -cont.		
Punctuation	There are general rules of usage for the semi-colon, colon, hyphen, comma, parenthesis, dash, and apostrophe.	Use the semi-colon and colon appropriately in sentences and series. Use the dash appropriately (e.g., to indicate a break in a sentence, a parenthetical element, or an omission). Use fractions appropriately in his/her writing as adjectives before a noun. Use the hyphen appropriately in writing to prevent confusion, in awkward spelling (e.g., semi-invalid), with nouns that contain the prefix ex, self, all, and in compound nouns and words.

TOPIC/CONCEPT	LEARNING OUTCOME	SAMPLE LEARNING OBJECTIVE
	The Learner will understand that:	The Learner will:
WRITING		
Mechanics of Writing -cont.		
Punctuation-cont.		
		Use the comma appropriately in sentences.
		Use the quotation and parentheses marks appropriately in his/her writing.
		Use an apostrophe and s appropriately to form the plural of letters, numbers, symbols, and words.
Capitalization	There are standard rules of capitalization.	
		Use capitalization appropriately in writing.
Proofreading		
	Proofreading is done to correct spelling, grammar, and syntactical errors; to assure consistency and accuracy of punctuation, and to check legibility or typing accuracy.	
		Proofread his/her writing, correcting for spelling, grammar and syntactical errors.

TOPIC/CONCEPT	LEARNING OUTCOME The Learner will understand that:	SAMPLE LEARNING OBJECTIVE The Learner will:
STUDY SKILLS		
Summarizing and Synthesizing	Outlining and making notes are processes which can be used for purposes of both analysis and synthesis.	
		Construct an outline that accurately represents the content of written material.
		Construct an outline which will be the plan for a written piece.
		Make notes that accurately represent the content of a piece of written material.
Library and Information Retrieval Skills	The general organization of a library assists one to locate desired information.	
		Use the appropriate procedure for checking books and materials in and out of a library and for locating information.
		Use the Reader's Guide to Periodical Literature.
		Use various indexes and files to locate information.
		Use instructional materials, other than assigned texts, available in the library.

TOPIC/CONCEPT	LEARNING OUTCOME	SAMPLE LEARNING OBJECTIVE
	The Learner will understand that:	The Learner will:
STUDY SKILLS Library and Information Retrieval Skills-cont.	A card catalog is a kind of index which lists alphabetically by title, subject, and author all of the learning resources (print and nonprint) available in that library.	Use the card catalog to find the following basic information: . Author's name. . Publisher and year of publication. . Call number. . Title. . Collation - number of pages, illustration, indexes, bibliographies, size. . A brief summary of the contents, title entry, and subject entries.
References	References can assist one in locating appropriate information.	Use the appropriate reference for locating information. Make appropriate use of an encyclopedia for a specific purpose.

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TOPIC/CONCEPT	LEARNING OUTCOME	SAMPLE LEARNING OBJECTIVE
	The Learner will understand that:	The Learner will:
STUDY SKILLS References-conf.		Use the index or study guide and cross reference to locate needed information in an encyclopedia. Use the various sections of the newspaper to locate the appropriate information. Use charts, maps, and graphs to locate specific information. Identify the vocabulary needed to locate information efficiently.
	Some of the many uses of the alphabetical ordering system include the telephone directory, the index to books and the card catalog.	
		Use alphabetical organization to locate information needed. Use headings and subheadings to aid in locating information. Use various kinds of indexes provided in reference works to locate information.

TOPIC/CONCEPT	LEARNING OUTCOME The Learner will understand that:	SAMPLE LEARNING OBJECTIVE The Learner will:
STUDY SKILLS References-cont.		Use key words to find entries in reference works. Comprehend abbreviations used in reference works.
Dictionary	The dictionary records many meanings for a word and only one meaning may be applicable to the context in which the word is used.	Choose the appropriate definition of a word to fit a particular context. Use a dictionary to identify the structure and meaning of a word.
	There are different kinds of dictionaries and each serves a special purpose.	

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TOPIC/CONCEPT	LEARNING OUTCOME The Learner will understand that:	SAMPLE LEARNING OBJECTIVE The Learner will:
STUDY SKILLS Dictionary-cont.		Use dictionary guides and supplements to locate information such as: Abbreviations used to indicate a word's part of speech in a dictionary. Comparative and superlative forms of adjectives under the positive forms. Syllables of words. Definitions and synonyms through cross references. Synonyms and antonyms.
	The dictionary records the most common pronunciation of a word through phonetic spelling, diacritical marks, and accent marks.	Use the phonetic spelling, diacritical marks, and accent marks to pronounce words. Distinguish the accent marks (stress) indicating the syllable of primary stress from the accent mark indicating the syllable of secondary stress.
	Synonyms, antonyms, and derivatives of a word can be found in a thesaurus.	Use a thesaurus to select synonyms and antonyms of given words or phrases.

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APPENDIX A

Lists of excellent books to supplement the Language Arts Curriculum can be obtained from school or district librarians, school or district reading specialists, or the State School Library Media Coordinator, Alaska State Library, 950 West International Airport Road, Anchorage, AK 99502. In addition, almost all reading and language arts textbooks include bibliographies of recommended books.

As there is always a great need for and interest in books relating to Alaska for students the following bibliography for grades K-12, "Children's Books in Alaska' compiled in 1985 by: Susan Browne, Lani Davis, Gail Hocker, Linda Shipman, and Katy Spangler, of the University of Alaska, Juneau is included.

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CHILDREN'S BOOKS ABOUT ALASKA

An Annotated Bibliography

By

Susan Browne
Lani Davis
Gail Hocker
Linda Shipman
Katy Spangler

University of Alaska, Juneau
March, 1985

Working Document
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UNIVERSITY OF ALASKA · JUNEAU

February, 1985

Dear Children, Parents, Teachers, Librarians, and Interested Readers:

Attached is an annotated bibliography of children's books that are about Alaska. They are all currently in print or are available for purchase.

This is a working document, with changes occuring all the time. If you are aware of books about Alaska or about subjects that are pertinent to Alaskans please let us know so we can add them to this bibliography.

I have starred the books most highly recommended.

Sincerely,

Katy Spangler

Katy Spangler,
Elementary Education

an institution of the University of Alaska statewide system of higher education

NON-FICTION

ALASKA IN PICTURES. Sterling Publishing Company. 1966, paperback

ARCTIC. Morristown, N.J., Silver Burdett, 1981. 66 pp, illus.

This book has good, general information. The color photos are beautiful. All aspects of the lives of men or animals who live here are described. The book deals with Alaskans of the Arctic as well as those who live in other countries that share the Arctic. The book has a nice glossary.

ALASKA AND THE ESKIMOS. Allyn and Bacon, 1974.

This is a paperback text that introduces children to the culture of the Eskimo. A separate teacher's guide can be purchased.

*ALASKA ALMANAC, 1983 Edition: Facts About Alaska. 1982, 173 pp, illus, maps, Alaska Northwest Publishing Company.

This little book gives information on everything about Alaska from agriculture to williwaws. Although out-of-date, the book offers information at a glance on topics such as the iceheorm, those Alaskan features that never change. A good source book.

ALASKA MAGAZINE (Helen White, Ed.) The Alaska-Yukon Wildflowers Guide. Alaska Northwest Publishing Company, 1974, 218 pp, illus.

This is a good source book. Each wildflower described is accompanied by a color photo. Black-and-white line drawings also show detail.

*Alaska Northwest Publishing Co. Bits and Pieces of Alaskan History, Volume 2, 1982, illus, photos, 209 pp, excellent index that includes Volume 1,

A collection of short stories or newsworthy items that were published over the years in "From Ketchikan To Barrow" by the Alaska Sportsman and Alaska magazines. Volume 2 covers 1960-1974. Except for information since 1974, children will find a valuable resource in this oversized book.

*Anderson, Madelyn Klein. Iceberg Alley. Messner, New York, 1976. 64 pp, illustrations.

Discusses formation and movement of icebergs; also work of the ice patrol to protect ocean traffic. Includes index.

Arnold, Marti. Alaska, Uncle Jim and Me. Leaso Marina, Ed. Drescreau, April & Present; 1983. 90 pp, illustrations.

Baker, Marcus. Alaskan Georgraphic Names. Shorey Publications, Seattle, WA. 20 pp.

Balcom, Mary. Ketchikan: Alaska's Totemland. Balcom, 1973, 127 pp, illustrations.

Balcom has dedicated part of this book to the discussion of the Tlingit and Tsimshian Indian groups and the white men who arrived years later. The rest of the book deals with descriptions of the various totem poles of Ketchikan.

Barber, Olive. Meet Me in Juneau. Binford, 1975. 258 pp, paperback.

Barr, Wilma and Lucille Frey. Living in Alaska: An Alaska Workbook. The Learning Tree.

A workbook that provides information on Alaska's history, its flora and fauna, its industries, its towns and other specifics. There are errors in this book that the teacher should point out to students.

*Barry, Scott. The Kingdom of the Wolves. 1979, G.P. Putnam's & Sons, illustrations, 64 pp.

The author has spent many years studying wolves. He now speaks to groups about the intelligence and beauty of these animals. His numerous black-and-white photos give the reader a thorough insight into the life of this creature. Barry, through the book, is trying to convince all of us that wolves are too protected, not hated.

Brelsford, Ginna. Profiles in Courage: Names, Notes and Quotes for Alaskan Women. Alaska Commission on the Status of Women, 1983. Illustrations.

This book has put together over 56 biographies of Alaskan women who have contributed significantly to Alaska. Each biography is short, and the photos are helpful. Young people researching for a report on Alaska's people would find this very useful.

Brindze, Ruth. The Story of the Totem Pole. Vanguard, 1951, 64 pp, illus.

The format of this book makes it interesting reading as it presents information on the totem--where it was a significant part of a culture and why.

*Brown, Dale. Wild Alaska. 1972, Silver Burdett, illustrations, color photos and maps. 184 pp.

As with most Time-Life Books, this one has many beautiful color photos of the animals and places of Alaska. The text itself is broken into eight chapter divisions. There is also a good index.

Burke, Joseph. Picture Alaska: An Index. 2nd edition. University of Alaska Rasmussen Library, 1974. 206 pp, paperback.

Cann, Robert. The Fight to Save Wild Alaska. National Audubon Society, 1982, 34 pp, illustrations.

Carpenter, Allan. Alaska. Revised edition. Children's Press, 1979. 96 pp, color illustrations, maps.

Because the pictures are done in watercolor and because this book has been reprinted, this story of Alaska and its people continues to be an excellent source of information. Intermediate students from fourth grade up will find information on all aspects of Alaskan life and on its history. The student is even provided with a "Handy Reference Section" and an index.

Casewit, Curtis W. Mountain Troopers: The Story of the Tenth Mountain Division. Thomas Y. Crowell, N.Y., 1981, 150 pp, illustrations.

The Aleutian Islands are described as they played a part in the drama of World War II. It was here that the special Tenth Mountain Division of the U.S. Army was stationed for a period of time. The bulk of the book deals with other aspects of the war and of this group.

*Casey, Brigid and Wendy Haugh. Sled Dogs. NY: Dodd-Mead, 1982.

Introduction to sled dogs for the upper elementary reader. History of dogs in the north, description of dog breeds, and accounts of famous races and sled events. Fine black and white photographs and illustrations.

Chance, Norman A. The Eskimo of North Alaska. Holt, Rinehart and Winston, 1966, 107 pp, illustrations.

"This is a case study of the modern Eskimo." The book presents lifestyle changes that have occured and old ways that are retained.

*Cheney, Cora. Alaska: Indians, Eskimos, Russians and the Rest. Dodd, Mead, N.Y. 1980, 143 pp, illustrations.

The history of Alaska, from before the Russian period to the arrival of the pipeline, is told in fascinating accounts.

Cheney, T.A., Land of the Hibernating Rivers: Life in the Artic. Harcourt, Brace, Jovanovich 1968, 121 pp, illustrations.

This inexpensive little book is full of information about Alaskan villages such as Kivalina, Nome and Kotzebue as well as information on the tundra and the Arctic in general. Lifestyles, geographical formations and the people who live here are discussed.

Clifford, Howard. The Skagway Story. Alaska Northwest Publishing, 1975. 167 pp, illustrations.

This little book walks the reader through Skagway and the gold rush that started there. In a history lesson the reader travels to Skagway to meet its first settlers and then proceeds through the book until the end where she/he is told of the National Park System's "Gold Rush Historical Park" of today.

BEST COPY AVAILABLE

Cohen, Stanley. Yukon River Steamboats. Pictorial Histories Publishing Company, Missoula, Montana, 1982, 118 pp, illustrations.

The photographs and text of this book span the history of approximately 90 years of steamboating on the Yukon River.

Cook, Joseph J. Coastal Fishing for Beginners. Illustrated by Jan Cook. Dodd, Mead, 1977. 125 pp, illustrations.

Coombs, Charles Ira. Tankers: Giants of the Sea. Morrow, 1979, 127 pp, illustrations.

Although little is said specifically about Alaska, this account of Coombs' trip on a tanker that was going from California to Alaska is fascinating and informative. Included are many good black-and-white photos.

*Coombs, Charles. Pipeline Across Alaska. 1978, Morrow. Illustrations

One of the few good books that discuss the Alaska pipeline and what it meant to the economic development of Alaska and to the environment through which it passes. The young reader will also find information on the construction of this 800 mile wonder.

D'Amato, Janet. Who's A Horn? What's an Antler?: Crafts of Bone and Horn. Messner, New York, 1982. 96 pp, illustrations.

Discusses animals that have antlers or horns and ways this boney material has been used by man since prehistory. It also includes suggested craft projects.

Dixon, Paige. Silver Wolf. Atheneum, New York, 1973. 108 pp, illustrations.

The life of a young wolf and his place in nature.

Duncan, Tom. Alaska Place Names Pronunciation Guide. Alaska Rasmussen Library, 1975. 29 pp.

This is a good reference book. Place names are arranged in alphabetical order. After each the pronunciation is given. Following these are: geographical designations (village, town, island, etc.) geographical coordinates, and zip codes.

*Ferrell, Nancy Warren. The Fishing Industry. NY: Watts, 1984.

Authorities overview of the fishing industry from an Alaskan perspective. For readers third grade and up. Illustrated with appropriate black and white photographs.

*Fortier, Ed. One Survived. 1978, Alaska Northwest Publishing, 41 pp, photos.

This is an exciting true story of an Eskimo hunter, Gregory Ayac, who after having the ice pack upon which he hunted seal swept away into the Arctic Ocean, survived for eighteen days, alone. This is his story. The drawings and photos help to make this very exciting.

Fradin, Dennis. Alaska in Words and Pictures. Children's Press, 1977, 48 pp, illustrations.

The travelog-style format presents Alaska's history, unusual land formations, wildlife, people in color photos that are not of exceptional quality. There is a good fact sheet in the back.

Freschet, Berniece. Black Baby Bear. Putnam, 1981. Illustrations.

Freschet, Berniece. Moose Baby. Putnam, 1979. Illustrations.

*Garny, Patricia M. Alaska Earthquake, Nineteen Sixty-four. Sam Har Press, Charlottesville, NY, 32 pp, 1973.

This book takes another look at the earthquake that devastated parts of Alaska in 1964.

Glubok, Shirley. The Art of the Northwest Coast Indians. MacMillan, 1975, 48 pp, illustrations.

The Alaskan reader will find this book useful. Ms. Glubok has managed, through the descriptions of the Tlingit, Haida and Tsimshian tribes, to relate many of their traditions and show the relationship of these tribes to others of the Northwest Coast. The book could be used for art appreciation as well as presentation of historical facts.

*Green, Paul. I Am Eskimo: Aknik My Name. Alaska Northwest Publishing Company, 1959, 85 pp.

Paul Green, an Eskimo, has, with his short, simple stories of Eskimo life, given us a picture of what it was like growing up in his culture at the first of the century. All facets of Eskimo life are presented. George Ahgupuk, the illustrator, has brought Aknik's stories to life with his simple, realistic line drawings.

Heller, Christine. Wildflowers of Alaska. Published by the author, 1966. 104 pp.

Alaskan flowering plants are grouped by color. Ms. Heller's color photographs are very helpful. Information given: perennial or annual; height; description of stems; leaves and flower; where the plant can be found; family and common name.

Helmericks, Harmon. Last of the Bush Pilots. Knopf, 1969, illustrations.

This is a large book that most students would not choose to read unless they were interested in flying. However, the good information on pioneer flight and on what Alaska was like during the time bush pilots were making all of Alaska available would make it a good source book. The black and white photos are also helpful.

Hodge, Robert Parker. Amphibians and Reptiles in Alaska, The Yukon, and Northwest Territories. Alaska Northwest Publishing Company, 1976. 89 pp, illustrations.

This small, paperback book is organized so that the reader can quickly find where Alaskan amphibians and reptiles live. Full color photos of the different species are also helpful.

*Hogan, Paula Z. The Salmon. Illustrated by Yoshi Miyake. Raintree Children's Books, 1979. 31 pp, color illustrations.

Full-color artwork and easy-to-read captions explain the life cycle of several types of salmon and describe their up-stream swim to spawn.

Hoke, Helen. Whales. By Helen Hoke and Valerie Pitt. Watts, 1973. 90 pp, illustrations. Drawings by Thomas R. Funderburk.

Describes the characteristics and habits which all whales have in common and the distinctive features of the different kinds of whales, including dolphins and porpoises.

*Hopf, Alice L. Biography of an Alaskan Reindeer. G. P. Putnam's and Sons, 1976, illustrations, 58 pp.

Part of a nature biography series, this book is an easy-to-read account of the life cycle of the American reindeer of the Arctic.

*Hughes, Jill. Eskimos. 1978, Watts, 32 pp.

Excellent, realistic illustrations make this a very useful book for reference work as well as being fun to read. The Eskimo who he is and where, how he lives, his relationship to nature and especially to the animals who share his land--is shown at work and at play.

*Johnson, Sylvia. Animals of the Polar Regions. Lerner Publications Company, Minneapolis, 1976, illustrations, 28 pp.

The polar regions and the birds and animals that live there are discussed. The color illustrations are an asset.

Kavaler, Lucy. Life Battles Cold. Harper and Row, 1973.

*Lauber, Patricia. Icebergs and Glaciers, Garrard, 1961.

Using the sinking of the Titanic as an introduction, this book launches into a discussion of icebergs, how they're formed and where they come from. The reader also learns about the International Ice Patrol. There is also a discussion of the Ice Age. This is an interesting little book.

Lauber, Patricia. Sea Otters and Seaweed. Garrard Publishing Co., Champaign, Il, 1976. 64 pp, illustrations.

Photographs illustrate this life history of the sea otter and his home in the kelp beds.

Laycock, George. Beyond the Arctic Circle. Four Winds Press, NY, 1978, illustrations, 128 pp.

From the time of the first Arctic explorers to the life of the Eskimo today, this book talks of the Arctic. We learn of the topography and climate of the Arctic and of the people who have learned to cope with it, the Eskimos.

*Lewin, Ted. World Within a World. Pribilofs. Dodd, Mead, 1980, 76 pp, illustrations

The author, who is also an artist, visited the Pribilofs during the month of August. The first half of the book is concerned with the seals of the Pribilofs. Lewin's descriptions are in a diary-life form, recording what he sees as he observes the seals. Each account is punctuated with a beautiful charcoal or pencil drawing. Using the established format, Lewin continues to describe life on the Pribilofs.

Lieberman, Jethro K. Checks and Balances: The Alaska Pipeline Case. Lothrop, 1981. 128 pp.

Lipton, Barbara. Survival: Life and Art of the Alaskan Eskimo. American Federation of Arts, 1977. 96 pp, illustrations.

Although the text would be difficult for some readers, there are many beautiful photos that depict the Eskimo's culture and art. Survival is a mini-museum.

Lockley, Fred. Alaska's First Free Mail Delivery in 1900. Shorey Book Store, Seattle, WA. 12 pp, paperback.

Lockley left Portland on May 26, 1900, headed for Nome, Alaska. While standing in a long line waiting for his mail that was at Nome's fourth class post office, Lockley decides he wants to start a free mail delivery service in Nome. This is his account of what happened. The story is fascinating; however, the print is very small.

*Martin, Lynne. Puffin, Bird of the Open Seas. Morrow, NY, 1976, 95 pp.

Puffins are seen near land only in the spring. This story tells of its natural environment. It also discusses its physical characteristics and describes its habits.

May, Julian. Glacier Grizzly. Creative Education, 1973.

Although this is the story of a grizzly that lives in the high mountains of Montana, the description of the bear's life and contact with humans makes this a good resource book for Alaskan children too.

McClung, Robert. Sea Star. Morrow, 1975. 48 pp, illustrations.

*McDearmon, Kay. Polar Bear. Dodd, Mean, 1976, 46 pp, illustrations.

The reader is able to follow the lives of two polar bear cubs as they learn to hunt for food and swim in the icy Arctic waters.

Meyer, Carolyn. Eskimos: Growing Up in a Changing Culture. Antheneum, 1977, 224 pp, illustrations.

Describes the life of Alaskan Eskimos and their dilemna in trying to reconcile the white man's way with their ancient culture.

Milbauer, Barbara. Suppose You Were a Netsilik: Teenagers in Other Societies. Messner, NY, 1981, 157 pp.

This book would be especially useful when studying cultures. Since the book is dedicated to the study of this age group, junior high students should find it interesting.

Morey, Walt. Operation Blue Bear: A True Story. E.P. Dutton, 1975, 87 pp, illustrations.

A blue bear, rare enough to be sought by hunters who could get thousands for his hide, enters man's territory at Yakutat. The story that unfolds is the subject of this book. Actual photos of the "rescue" are included. It took a concerned young Coastguardsman, the currator of mammals at the San Diego Zoo and others, but the blue bear is tranquilized and transferred to the San Diego Zoo. This story give good information on bears and their habitat.

Newman, Gerald. The Changing Eskimos. Watts, NY, 1979, 48 pp, illustrations.

Most children will feel comfortable with this easy-to-read book that explains who the Eskimos are and where and how they live. The color photographs are fairly modern and give an indication of what Eskimo life today is like.

*Newton, James R. The March of the Lemmings. Harper & Row, NY 1976, 34 pp, illustrations.

This let's-read-and-find-out science book will fascinate most children. The text is easy and the drawings are good. The book ends with questions as to why the reader thinks the lemmings plunge into the sea. It becomes a mini-mystery as well as an informative book.

*Phleger, Fred. Red Tag Comes Back. Harper and Row, 1961, 64 pp.

Story of a salmon's migration to the sea and her return to her spawning place. Young children will love this "I Can Read" book. A Fish and Wildlife expert explains the salmon's life cycle to a young Indian boy. The reader gets to "listen in" as well as enjoy the realistic drawings of Arnold Lobel.

*Pluckisse, Henry. Bears. Gloucester Press, NY, 1979, 28 pp.

Alaskan bears, the grizzly, Kodiak black and polar, are illustrated and discussed. A map shows the location of the given types.

*Pluckrose, Henry, ed. Arctic Lands. Watts, 1982, illustrations.

All of the animals of the Arctic are shown in beautiful color illustrations. The simple, clear text serves as an introduction to each group. Specific birds and animals are not discussed.

Potter, Louise. Wild Flowers Along Mt. McKinley Park Road. Camp Denali Publishing, 1979. 200 pp, illustrations.

This is a good identification book for those living in the McKinley area. The illustrations are black and white line drawings. With each illustration are short, simple descriptions of the flower and leaf and suggestions as to where each is found and when. The book has, at the end, a color key, a key to certain sections of the park area, a glossary and a good index.

Poynter, Margaret. Gold Rush: The Yukon Stampede of 1898. Antheneum, NY, 1979, 91 pp, illustrations.

In Gold Rush, Poynter has tried to recapture the feelings of those who were there. The reader is introduced to those who were lucky, those who were persistent and those who won by devious means. The black and white photos of the time add to the realism.

Purdy, Susan and Sandak, Cass R. Eskimos. Watts, 1982. 32 pp.

*Radlauer, Ruth. Denali National Park and Preserve. Children's Press, 1981, 48 pp, illustrations

Beautiful color photos accompany a one-page description of many of the plants and animals of Denali. Denali's distinctive geographical features are also described and pictured. This is a very thorough book.

*Rau, Margaret. Musk Oxen: Bearded Ones of the Arctic. Crowell, 1976, 41 pp, illustrations.

The musk oxen, native to the Arctic, were once almost totally destroyed. In 1920, legislation in foreign countries protected these animals. In 1930, the musk oxen was reintroduced to Alaska. This account of the life of "oomingnak" is very thorough and very interesting.

*Redding, Robert H. The Alaska Pipeline. Children's Press, 1980, 46 pp, illustrations.

Starting at Prudhoe Bay, this book, through actual photos and thorough text, guides the reader along the pipeline to Valdez. The actual construction of the pipeline is given special consideration, and the conservational aspect is discussed.

Robinsowich, Ellen. Seals, Sea Lions, and Walruses. Watts, 1980, 60 pp, illustrations.

Describes the physical characteristics, habits and natural habitats of these three marine mammals. Many full-color photos are used to enhance the text's presentation.

Schultz, Ellen. I Can Read About Eskimos, new edition. Trolls Associates, 1979.

*Scott, Jack Denton. Fur Seals of Pribilof. G. P. Putnam's and Sons, 1983, 59 pp, illustrations.

This is a dramatic photo-essay dealing with the life of the seals of the Pribilofs. The reader is "walked through" the life cycle of this creature. It relates how the beachmasters stake their territory and how the pups are born, taught and then leave to return again in March of the next year.

Shumaker, Virginia O. The Alaska Pipeline. J. Messner, NY, 1979. 64 pp, illustrations.

This book traces the story of the Alaska pipeline from discovery of oil in January of 1968, through the delays in building that were experienced to the actual startup on June 20, 1977. The last chapter looks at the future of the Alaska pipeline.

Stefansson, Evelyn. Here is Alaska. Scribner, 1973, 192 pp., illustrations.

Evelyn Stafansson describes Alaska as it was and what it's become. Sections deal with history, geography, people and industry.

Undermann, Kenneth A. The Race to Nome. NY: Watts, 1984.

Historical account of the first Iditarod.

Wexo, John Bennett. Bears. San Diego: Wildlife Education, Ltd., 1982.

Zoobook edition devoted to bears. Excellent drawings and color photographs.

Wheeler, Keith. The Alaskans. Time-Life Books, 1977, 240 pp., illustrations.

Although the book is slightly biased, it does present a wealth of information and the photos are excellent. Alaska's early history is dealt with in detail. The good and the bad who came to this fascinating territory are discussed and described. The Indians of Alaska don't fare too well in this book.

*Williams, Terry Tempest and Ted Major. The Secret Language of Snow. San Francisco: Sierra Club, 1984.

A study of winter through Inupiat myths and language, naturalists' observations and personal experiences. A beautiful and unusual book.

Wood, Marion. Spirits, Heroes and Hunters from North American Indian Mythology. Schocken Books, New York, 1982. 132 pages, illustrations.

Many Tsimshian, Tlingit, Haida and Eskimo myths and legends are retold. The color illustrations are captivating.

*Wolfe, Ellen. William Beltz. Dillon, 1975, illustrations.

William Beltz, a part Eskimo boy, growing up in Northern Alaska saw the discrumination against his people. the Eskimos. This book tells of Beltz's life in northern Alaska when this area was still a territory. It then traces Beltz's life as he leads the Alaska Carpenter's Union, serves in the Alaska territorial senate and works for Alaskan statehood. When Alaska became a state in 1958, Beltz was elected the Senate president. Through this book, a young person will be introduced to a fascinating leader of Alaska and will also learn about Alaska's history before and after statehood.

Zager, Melody. Growing Up at Gold Creek: The Gonna People. Ace Books (published by Tempo) 1982, 314 pp, illustrations

Melody Erickson moved to Alaska in the 1960's. At first life was very different and very difficult. This is a fascinating account of Melody's experiences as retold in a very interesting sketch of life as this family homesteaded in Alaska.

FICTION

Beim, Lorraine and Jerrold. The Little Igloo, Harcourt, Brace, Jovanovich, NY, 1941, illustrations.

Blades, Ann. A Boy of Tache. Tundra Books, Montreal, Plattsburgh, N.Y., 1973. 19 pp, color, illustrations.

When grandfather falls ill on their beaver hunt, an Indian boy from the Northern British Columbia reservation goes for help in the river boat. Nice watercolor illustrations by the author/artist.

*Blades, Ann. Mary of Mile 18. Tundra Books, Montreal, Quebec, 1971. 37 pp.

Award winning picture story of a Canadians girl's life in isolated Mile 18.

Calvert, Patricia. The Hour of the Wolf. Charles Scribner's Sons, New York, 1983. 147 pp.

This story delivers some interesting facts about the Iditarod Race, a strong, independent young woman image in the form of Danny's sister. It touches briefly the difficulty of young Alaska Natives integrating traditional and ethnological cultures, but not in depth.

Chadwick, Roxane. Don't Shoot. Learner Publications Company, Minneapolis, 1978. 38 pp.

Clarke, Tom. Alaska Challenge. Lothrop, Lee and Shepard Company, 1959.

Freschet, Berniece. Grizzly Bear, Scribner, NY, 1975. Illustrations by Donald Carrick.

George, Jean Craighead. The Grizzly Bear with the Golden Ears. Harper & Row, NY, 1982, 31 pp. ilustrations.

A nice illustrated story of an Alaskan bear who bluffs rather than hunts for her food and learns an important lesson.

George, Jean Craighead. The Wounded Wolf. Harper and Row, New York, 1978. 32 pp, illustrations by John Schoenherr.

The story is based upon an event during the ten year study of wolves in the Alaskan wilderness with scientist, Dr. Gordon Habu. The story is written in poetic text. In simple, understandable and vivid terms it portrays wolves' social interaction, signals and behavior.

*George, Jean Craighead. Julie of the Wolves. Harper and Row, 1973.d

Miyax/Julie, a thirteen-year old Eskimo bride, runs away from her retarded husband's home to join her pen pal, Amy, in California. When she realizes that she is lost on the tundra, she courageously makes friends with a wolf pack who gradually accept, feed, and protect her. Her resourcefulness in the Arctic wilderness teaches readers much about the region, and Eskimo life and customs. In the course of her experiences, Julie learns to appreciate her heritage.

*Lampman, Evelyn Sibley. The Potlatch Family. Atheneum, 1976.

A young Pacifc coast Chinook Indian girl endures school but does not like it generally. Her family is poor as are many other Indian families in her area. She develops a new outlook, however, when her brother returns home from military service after a along stay in the hospital. He has an idea to help his family and people. To regain some pride as well as make a profit, he talks them into a potlatch, a custom of feasting and gift-giving. Success comes from the endeavor, but her brother dies before the final potlatch.

Lipkind, Will. Boy With A Harpoon. Harcourt, Brace and World Inc, NY, 1952, 58 pp, illustrations by Nicholas Mordvinoff.

This is a story of a young boy's passage to manhood in a traditional society; how heroic feats earn him respect from others in his village.

Marshall, James Vance. A River Ran Out of Eden. William Morrow & Company, New York, 1963. 128 pp. Illustrated by Maurice Wilson

This story is based upon the Aleutian folk legend of the Golden Seal. The book parallels the Biblical story of the Garden of Eden. Though short in length, the book contains a compelling look at human conflict and morals.

Morey, Walter. Kavik, The Wolf Dog. Dutton, 1968. 192 pp.

Morey, Walter. Gloomy Gus. Dutton, New York, 1970. 245 pp.

This is a touching story of two orphans befriending each other. Morey adds balance to his story by adding bittersweet passages about Mr. Strong's alcoholism, the circus leaders son's bulliness and a truck driver's greed to earn a reward at Eric's and Gus' expense to those which show how kind human beings can be to one another.

Morey, Walter. Scrub Dog of Alaska. Dutton, New York, 1971. 212 pp.

The story of the little scrub puppy who developed into an Alaskan sled dog.

Morey, Walter. Gentle Ben. Dutton, 1965. 191 pp.

This is a warm, well told and quickly paced story about people's love for animals, parents and children's love for each other and a young man's growth into manhood.

Mowat, Farley. Lost in the Barrens. Little, Brown and Company, Boston, 1956. 244 pp. Illustrations.

Oliver, Ethel Ross. Aleutian Boy. Binford and Mort, 1959. 196 pp.

The book may be of interest to students who want to know more about survival skills. Alexei and Robert arrive on the island with virtually no equipment. They literally live off the land, gathering plants, fish and birds. They fashion their own clothes and weapons; begin a fire without matches. The story also touches on a young man's resentment at not being old enough to accompany the adult men on a seal hunt.

Pinkerton, Katherine. Hidden Harbor. Harcourt, 1966. 278 pp, illustrations by Harry Dix.

This story provides a look at Alaska as a territory. It shows the problems, concerns, satisfactions of individuals who were the first to develop the land and expand services.

Orenstein, Denise Gostiner. When the Wind Blows Hard. Addison-Wesley Publishing Company, Inc., Reading, Massachusetts, 1982. 103 pp. Illustrated by Linda Strauss Edwards.

Robinson, Tom D. An Eskimo Birthday. Dodd, 1975. 39 pp. Pictures by Glo Carlson.

*Rogers, Jean. Goodbye My Island. Greenwillow Books, New York, 1983. 96 pp, illustrated by Rie Munoz.

This book gives an accurate detailed account of village life and concerns. A useful tool in a social studies unit because it contains a large amount of cultural information on the King Islanders.

Rogers, Jean. The Secret Moose. NY: Greenwilow, 1985, illustrated by Jim Fowler.

Set in Fairbanks, realistic tale of a young girl's encounter with a moose.

Roth, Arthur J. The Iceberg Hermit. Four Winds Press, NY, 1974, 201 pp.

The story of a teenage boy's struggle for survival after being shipwrecked in 1757 on an iceberg and how he tames an orphan polar bear cub.

Stern, Cecily. A Different Kind of Gold. Harper and Row, New York, 1981. 123 pp, illustrations.

A young girl in the Alaska wilderness and efforts to save the land from developers.

FOLKTALE COLLECTIONS

Cultice, Virginia. KIVI Speaks. Lothrop, Lee and Shepard, NY, 1975. 32 pp, colored illustrations.

An Eskimo boy tells of a time of hunger and of his people's joy when hunters finally catch a walrus. The author taught in Alaska.

*Harris, Christie. Mouse Woman and the Muddleheads. Atheneum, 1979, illustrations.

Mouse Woman, the half supernatural/half human being, is in charge of making sure everyone and everthing is proper. Those who can't or won't see how to do things properly are considered muddleheads by her. Muddleheads include a narnuak who wants to marry a human princess and a man who marries two supernatural women and ends up losing both of them through his greed to be the most generous and well-respected man along the coast.

*Harris, Christie. Mouse Woman and the Vanished Princesses. Atheneum, NY, 1976. 114 pp, illustrations.

Six nicely illustrated Northwest coast Indian lengends of vanishing princesses and how they were rescued by Mouse Woman.

*Harris, Christie. Mouse Woman and the Mischief-Makers. Atheneum, NY, 1977, 114 pp, illustrations.

Northwest Coast Indian stories of Mouse Woman, a tiny character who is part mouse and part grandmother, who helps young people and helps keep proper balance to life for the Indians and the supernatural beings.

Schwartz, Alvin Fat Man in a Fur Coat NY Farrar, Straus and Giroux, 1984.

Folk tales all about bears: gleaned from Lower-48 sources, but appropriate for Alaskan study.

PICTURE BOOKS

Duvosin, Roger. Snowy and Woody. New York, Alfred a. Knopf, 1979. Living color illustrations.

A polar bear and brown bear become friends and protect each other with camouflage.

Gill, Shelley. Kiana's Iditarod. Paws IV, Wasilla, AK, 1984. 60 pages. Illustrated by Shannon Cartwright.

The story of the Iditarod, told in verse. Glossary of race terms at the end.

Harlow, Joan Hiatt. The Shadow Bear. Doubleday, Garden City, NY, 1981. 32 pp. colored illustrations.

An Eskimo child and a polar bear cub encounter each other's shadows, made tall in the sun, and while running away in fear, come to realize the other one is also scared.

*Harrison, Ted. A Northern Alphabet: A is for Arctic. Montreal, Quebec, 1982, 28 pp.

This ABC book contains words and pictures activities common to the northern latitudes. Each page features a letter of the alphabet, both capital and small, under which a sentence containing words with that letter appears.

*Hewitt, Garnet. Ytek and the Arctic Orchid; An Inuit Legend. Vanguard Press, NY, 1981. 35 pp, colored illustrations.

A young Eskimo shaman seeking the caribou herd becomes involved in a mystical adventure. Exceptional illustrations by Heather Woodall.

Hoff, Sydney. Walpole. Harper and Row, NY, 1977. 32 pp, colored illustrations.

An early I can read book. Walpole is the biggest Walrus in the herd, but he would rather play with the baby walruses than be a leader.

*Hughes, Ted. Under the North Star. NY: VIKING Press, 1981. Illustrated by Leonard Baskin.

Beautiful picture book of poems on various Alaskan animals.

*King, Deboran. Puffin. NY: Lothrop Lee and Shepard, 1984.

The life cycle of the puffin told in beautiful, full-color illustrations.

*Kreeger, Charlene. Alaska ABC Book. Lone Raven, 1978. 30 pages, illustrations by Shannon Cartwright.

This ABC book depicts Alaskan objects. On each page it shows both upper and lower case of a letter. Artwork is in crayon. Many of the pictures are of animals who are depicted in relation to something which begins with the letter.

Parish, Peggy. Qotah's Lucky Day. Harper and Row, NY, 1970. 64 pp, illustrations.

An "I Can Read" book for beginners on Eskimos - a totally unlikely tale.

Reynolds, Charles The Animal Suite of Alaska Eagle River, AK: Charles Reynolds, 1968.

Songs and photographs of Alaskan animals. Suitable for primary grades.

*Rogers, Jean and Rie Munoz. King Island Christmas. NY: Greenwillow, 1985.

Absolutely beautiful new picture book depicts a very special Christmas.

*Scott, Ann Herbert. On Mother's Lap. McGraw-Hill, New York, 1972. 39 pages, illustrations by Glo Coalson.

A small Eskimo boy discovers that Mother's lap is a very special place with room for everyone. The author lived for a time in Kotzebue, Alaska.

Siberell, Anne. Whale in the Sky. E. P. Dutton, NY, 1982

The story describes the Northwest Indian totem pole which shows how Thunder-bird punished Whale for chasing salmon and scaring frogs.

*Streator, William (retold by). Angry Moon. Little, Brown and Company, Boston, 1981. 48 pp, illustrations by Blair Lent.

This is a legend adapted from Tlingit Indian lore: The illustrations are a very free interpretation of Tlingit alsign. They are done in very rich deep watercolors.

Toye, William and Cleaver, Elizabeth (illustrations). The Loon's Necklace. Oxford University Press, NY, 1977. 24 pp.

*Waterton, Betty. A Salmon for Simon. Atheneum, 1980, live color illustrations.

Simon lives on the west coast of Canada and all summer he has fished for a salmon without success. When he finally gets one, it comes in a most unusual way, from the sky dropped by an eagle, and lands in his sandy clam hole. Simon finds himself concerned and not eager to take his fish home, but the problem is how to get it back to the sea. The full-color pictures have an appropriate watery effect.

HISTORICAL FICTION

Anderson, Lavere. Balto, Sled Dog of Alaska. Garrard Publishing Company, Champaign, Illinois, 1976. 46 pp, illustrations.

A fictionalized account of the life of Balto, who led the final relay team carrying serum to stop a diptheria epidemic in Nome in 1925.

Coren, Alan. Klondike Arthur. Little and Brown, Boston, 1979. 74 pp, illustrations.

A story of how ten-year old Arthur rescues a tough and mean prospector and helps change his ways.

Griese, Arnold A. At the Mouth of the Luckiest River. T. Y. Crowell, 1973. Illustrations by Glo Coalson.

A lame Indian boy is feared by his tribe, but friendly Eskimos help him learn skills he needs. He attempts to prevent trouble between his medicine man and the Eskimos.

Houston, James. Akavak: An Eskimo Journey. Harcourt, Brace and Jovanovich, 1968. Illustrations.

The theme of this story concerns the battle with nature's elements by a young man's strength and an old man's wisdom and the drive to survive and push on against all odds.

Houston, James. Wolf Run: A Caribou Eskimo Tale. Harcourt, Brace, Jovanovich, NY, 1971, 64 pp.

This story describes the hardships of an Eskimo people dependent on caribou which have not appeared. It treats a young man's struggle for survival and courage in setting out alone hungry and uncertain in order to find the caribou which will help his family survive.

Houston, James. The White Archer: An Eskimo Legend. Harcourt, Brace and World, Inc., 1979. 95 pp.

This book relates the Eskimo way of life and values. It carries as a theme a young man's desire for revenge which is tempered subtly by his sojourn with a kind and wise old couple.

Kvale, Velma. Tobuk: Reindeer Herder. T. S. Deneson and Company, Minneapolis, MN, 1968. 112 pp.

This story presents the day to day details of Eskimo family life. Eskimo phrases are employed and explained. A good book for a social studies unit.

London, Jack. The Call of the Wild. Dutton, 1968. 113 pp.

The story is an anthropomophized, romantic telling of a dog's story. The language is archaic. Though considered a classic, this is not an outstanding book.

Markoosie. Harpoon of the Hunter. McGill-Queens University Press, Montreal, 1970. 81 pp, illustrations by Germaine Arnaktauyok.

This is the first Eskimo fiction to be published in English. It describes life in the Canadian Arctic before white men came.

Paul, Frances Lackey. Kantahah. Alaska Northwest Publishing Co, Anchorage, AK, 1976. 109 pp, illustrations by Rie Munoz.

Most of the book is filled with everyday details of Kantahah's life such as food, dress, customs, economy, activities and with Tlingit legends as told to her by Snook, her foster father. This is an excellent treatment of Tlingit society and folktales.

Pinkerton, Katherine. Hidden Harbor. Harcourt, 1966. 278 pp, illustrations by Harry Dix.

This story provides a look at Alaska as a territory. It shows the problems, concerns, satisfactions of individuals who were the first to develop the land and expand services.

*Reit, Seymour. Race Against Death. Dodd, Mead and Company, New York, 1976. 96 pp.

Fictionalized account of the sled dog race to deliver diptheria serum from Nenana to epidemic stricken Nome. The story is tightly paced, suspenseful, in short a spine shriverer.

Specht, Robert (as told to). Tisha: A story of a Young Teacher in the Alaskan Wilderness. St. Martin's Press, New York, 1976, 364 pp.

This is a true story of an 18 year old girl who travels to Alaska to teach school in Chicken in 1927.

Turner, Ann Warren. A Hunter Comes Home. Crown, New York, 1980. 118 pp.

An Eskimo boy goes away to boarding school and learns white man's ways; on his return home he learns Eskimo ways from his grandfather.

Van Ness, Bethann. Eagle Boy. Aurora Publishers, Tennessee, 1971. 161 pp.

A story about a Tsimshian Indian boy at Metlakatla, Alaska in 1940's.

Wold, JoAnne. Gold City Girl. A. Whitman, Chicago, 1972. 191 pp.

Pictures life for a young girl in a 1912 gold camp in the Fairbanks area.

*Highest Recommendation

ALASKA
MODEL
CURRICULUM
GUIDE
PROJECT

Subject: LANGUAGE ARTS
Course:
Level: ELEMENTARY
Grade(s): 1-3
Date: 5-15-1985

PERCENTAGE OF EDUCATIONAL OUTCOMES

Objective	N	%	Histogram of Percentages (10 20 30 40 50 60 70 80 90 100)
COGNITIVE			
1.10 Knowledge of specifics	27	31	**********
1.20 Knowledge of ways and means of dealing with specifics	5	6	***
1.30 Knowledge of universals and abstractions	0	0	
2.00 Comprehension	25	29	**********
3.00 Application	15	17	**********
4.00 Analysis	5	6	***
5.00 Synthesis	3	3	**
6.00 Evaluation	4	5	***
SUBTOTAL	84	97	
AFFECTIVE	0	0	
PSYCHOMOTOR	3	3	**
Not Classifiable	0	0	
TOTAL	87	100	

ALASKA
MODEL
CURRICULUM
GUIDE
PROJECT

Subject: LANGUAGE ARTS
Course:
Level: ELEMENTARY
Grade(s): 4-6
Date: 5-15-1985

PERCENTAGE OF EDUCATIONAL OUTCOMES

Objective	N	%	Histogram of Percentages (10 20 30 40 50 60 70 80 90 100)
COGNITIVE			
1.10 Knowledge of specifics	12	13	*******
1.20 Knowledge of ways and means of dealing with specifics	1	1	*
1.30 Knowledge of universals and abstractions	0	0	
2.00 Comprehension	34	38	**********
3.00 Application	30	33	**********
4.00 Analysis	5	6	***
5.00 Synthesis	3	3	**
6.00 Evaluation	3	3	**
SUBTOTAL	88	98	
AFFECTIVE	0	0	
PSYCHOMOTOR	2	2	*
Not Classifiable	0	0	
TOTAL	90	100	

ALASKA
MODEL
CURRICULUM
GUIDE
PROJECT

Subject: LANGUAGE ARTS
Course:
Level: ELEMENTARY
Grade(s): 7-8
Date: 5-15-1985

PERCENTAGE OF EDUCATIONAL OUTCOMES

Objective	N	%	Histogram of Percentages (10 20 30 40 50 60 70 80 90 100)
COGNITIVE			
1.10 Knowledge of specifics	17	12	******
1.20 Knowledge of ways and means of dealing with specifics	0	0	
1.30 Knowledge of universals and abstractions	0	0	
2.00 Comprehension	53	37	**********
3.00 Application	45	32	*********
4.00 Analysis	10	7	****
5.00 Synthesis	13	9	*****
6.00 Evaluation	2	1	*
SUBTOTAL	140	99	
AFFECTIVE	1	1	*
PSYCHOMOTOR	1	1	*
Not Classifiable	0	0	
TOTAL	142	100	